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ABSTRACT

This document for participants comprises the proceedings of a fourth national conference on the retention of black college students. The conference consisted of 6 general sessions, 6 special sessions, 40 concurrent sessions, and several special activities. A total of 103 selected papers were presented. The following key topics were explored in roundtables: (1) academic advisement/counseling; (2) academic skills; (3) black male retention; (4) coping mechanisms; (5) faculty involvement and attitudes; (6) graduate student survival; (7) institutional retention data; (8) international student retention; (9) mentoring/role models; (10) motivation; (11) orientation; (12) outreach activities/partnerships; (13) performance standards; (14) precollegiate activities; (15) public policy/state initiatives; (16) recruitment for retention; (17) student leadership/commitment; (18) success in the sciences; (19) support systems; and (20) testing/assessment. A special video session that focused on racism on the college campus featured videos prepared by Iowa State University, Michigan State University, and the University of California at Santa Barbara, and was followed by panel discussions on ethnoviolence and campus unrest. An authority on the "self-esteem conspiracy concept" conducted special workshops on the effect of racism on retention in higher education. Students played important roles as active participants in all events. Biographies of the main speakers, conference schedules, and brief abstracts of the 103 papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

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4TH NATIONAL CONFERENCE

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Florida A. M. University

Retention Conference Director

TO THE EDUCATIONAL RESOURCES
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"BLACK STUDENT RETENTION IN HIGHER EDUCATION"



Penta Hotel
New York, New York
November 15-18, 1988

Hosted By:

The Florida Agricultural and Mechanical University



UD 027 299

Dedicated to the Memory
of
MELVIN O. SMITH, ED.D.

A friend, colleague and scholar, Dr. Melvin O. Smith was part of planning and implementing the "First National Conference on Black Student Retention", held November 3-5, 1985 at the Americana Dutch Resort Hotel in DisneyWorld. He attended and totally involved himself in each subsequent conference. He is part of the history of this conference.

Melvin worked untiringly to reunite faculty and staff from the Thirteen College Curriculum Program (TCCP) and to reinstitute the educational innovations developed in that program. He spent timeless hours assisting Title III programs in historically black colleges and universities.

Melvin planned to be with us at this conference but Our Heavenly Father beckoned him to eternal rest.

We dedicate this conference to the memory of Melvin O. Smith, a friend, colleague and scholar.

"Forever bless, O Lord, Thy Servant,
Melvin. May he rest in eternal peace"

WELCOME

5TH
NATIONAL
CONFERENCE



**"BLACK STUDENT RETENTION
IN HIGHER EDUCATION"**



Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By
The Florida Agricultural and Mechanical University
Dr. Clinta A. Ford, Retirees Conference Director



Dr. Frederick S. Humphries
President



Dr. Clinta A. Ford
Founder and Director



STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

MARIO M. CUOMO
GOVERNOR

On behalf of the State of New York, I welcome all participants to the Fourth National Conference on Black Student Retention in Higher Education in New York City, November 15-18, 1988.

This Conference, hosted by Florida A and M University, draws educators from throughout the Nation to address issues on minority student retention with a special focus on Black students. It clearly provides a valuable forum for the exchange of ideas and information.

Please accept my best wishes for a richly rewarding and productive Conference.

Mario M. Cuomo

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Dr. Clinita A. Ford
Retention Conference Coordinator
Florida Agricultural and Mechanical University
P.O. Box 10121
Tallahassee, Florida 32302

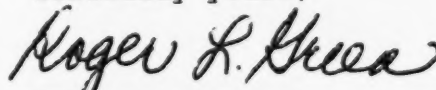
Dear Dr. Ford:

It gives me great pleasure to welcome the fourth annual Florida Agricultural and Mechanical University's Black Student Retention in Higher Education Conference to New York City. It is notable that this conference will be held in the city where the struggle to open access to higher education gained momentum and open admissions became a reality here and in other parts of the country.

The issue you will address--keeping the door of higher education open to talented blacks, while guarding against having the door become a revolving one--continues to demand our best scholarship. Black colleges have been in the forefront in retaining and graduating black students and it is still a fact that a disproportionate number of black college graduates complete black institutions. We in New York are delighted that you will bring together a national network of experts to our city to share successful retention strategies so that we can continue to increase the black talent pool.

The success of your conference will insure that we have creative leaders to continue our struggle for justice and equality.

Cordially yours,



Roger L. Green
Chairman



New York Convention & Visitors Bureau, Inc.

TWO COLUMBUS CIRCLE, NEW YORK, N.Y. 10019.
EXECUTIVE OFFICES: 212 397-8200. VISITOR INFORMATION: 212 397-8222

September 21, 1988

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Dr. Clinita A. Ford
Retention Conference Coordinator
National Conference On Black
Student Retention
C/O Florida A & M University
209 Jackson Davis Hall
Tallahassee, FL 32307

Dear Dr. Ford:

The New York City Convention and Visitors Bureau is pleased to welcome the National Conference on Black Student Retention for its November 11-14, 1988 Annual Meeting. New York City has the largest public school system in the country and the State University of New York, with 54 campuses, is the nation's largest state university system. Culturally, New York is unsurpassed in the number and quality of live theatre, museums, art galleries and national landmarks.

In addition to your busy conference agenda I know your attendees will be anxious to enjoy the thousands of attractions and entertainment forms which make New York the BIG APPLE. From Harlem's Apollo Theatre to Greenwich Village's Blue Note, from Carnegie Hall to Radio City Music Hall the entertainment options are endless. Add the endless variety of 25,000 restaurants and you will soon discover why New York City is the BIG APPLE.

We truly hope this conference will be a memorable and rewarding experience and that you and your members will look forward to the next opportunity to visit New York City.

Sincerely

Leon Ellis
Convention Manager

LE:LV

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A MESSAGE FROM THE DIRECTOR

The "Fourth National Conference on Black Student Retention in Higher Education" welcomes you to the Penta Hotel in the heart of the "Big Apple". In the midst of America's finest shopping center and business district, we shall spend a few days concentrating on issues affecting the retention of black students in our colleges and universities until graduation. You are a special group with a special responsibility and special hope for our black youth and other minorities. Our specific interests may be diverse but our general interest is in unity, that of keeping minority youth in school and helping them to progress through the educational pipeline at all levels. You have come from 42 states, District of Columbia and Canada, to attend to this serious business.

The Retention TableTopics will be the initial gathering point for the conference participants. Twenty double tables will be available, each set addressing a different perspective of retention. The topics will be explored as to their relationship and impact on black student retention.

Our highly esteemed and nationally reknown keynote speakers will address the full conference in general sessions. A special video session for the full conference will focus on racism on campus. We shall show videos that were produced at three universities, Iowa State University, Michigan State University and the University of California at Santa Barbara. The video session will be followed by two panels discussing provocative topics on ethnoviolence and campus unrest. The panels are scheduled for you to hear both. In addition, Professor A. Lee Johnson, a top authority on the self-esteem conspiracy concept, will conduct two full workshop sessions on Racism, Retention and Higher Education.

You will be busy attending concurrent sessions of your choice, selecting from among 40 concurrent sessions, 103 papers and 155 presenters. The papers are the "select abstracts" chosen from 240 submissions responding to "Call for Papers". Each concurrent session has a 30 minute block at the end of the session for discussion. We have lengthened the presentation periods and added the discussion period-because we heard you on your previous evaluations.

We are pleased to have the broad student representation and active involvement with the conference. Students are with us from the west coast states of Washington and California to the east coast states of New York, New Jersey and Connecticut and several states in between. Students are Retention TableTopics leaders and co-

leaders, concurrent session presenters, facilitators and co-facilitators, panel-member presenters, and general session participants. We congratulate those of you who have brought students with you and those institutions who have sponsored students to attend this conference. We welcome, too, the Woodrow Wilson National Foundation Administrative Fellows who are meeting with us as part of this conference. This is a unique educational experience which will contribute significantly to the professional development of the students and the Fellows.

A very special event at this conference will be the formal presentation for the book edited from the 1985 and 1986 conferences and published this year. The contributing authors will be honored at the conference reception. Also, recognition will be given to the U.S. Department of Education, Division of Institutional Development, which administers funding for Title III Programs under the Higher Education Act of 1965, amended. Our national conferences emerged as a by-product of the Title III Programs at Florida A and M University.

All general and concurrent sessions, both panel sessions and the book presentation at the conference reception, will be taped by TSCD Sight and Sound, Inc. The cassette tapes for each session will be on sale in the Rotunda immediately following the respective sessions. Forms for mail orders will be available. The Longhorn Radio Network will tape conference highlights and interviews for nationwide broadcast on "In Black America". Check with your local radio stations for scheduled broadcasts.

Other conference activities include a Job Information Exchange, Retention Information Exchange, book sales, exhibits with saleable items and two autograph sessions. A change of pace will be enjoyed by those joining the Atlantic City Casino Trip (not included in the registration fee) or those spending an evening as they wish in New York City.

Enjoy the **BIG APPLE**

Clinita A. Ford, Ph.D.
Founder and Director

GENERAL INFORMATION

Airport Transportation: Make your reservation in advance at the transportation desk in the lobby of the hotel. The one-way fares are \$7.75 to LaGuardia, \$10.75 to Kennedy and \$13.75 to Newark.

Badges: Conference badges should be worn to all sessions. This certifies that you are a registered participant and permitted to attend the sessions.

Book Sales: Retention related books by black authors are on sale at conference discount prices. Purchase extra copies for your colleagues.

Casino Tickets: The Atlantic City Casino Trip tickets for Wednesday, November 16 may be purchased at the registration table on space available basis. The tickets are \$25 each, for transportation only.

Commuters: The Penta Hotel is across the street from Penn Station.

Dining: There are restaurants and a coffee shop in the hotel. Within 5-10 minutes walking distance are 40 or more eateries, inclusive of the well known fast-food businesses.

Emergencies: Let your family and office know how to contact you in case of emergency. For the same reason we need your local address and phone number.

Friday Luncheon Tickets: Extra tickets for guests or anyone who is not registered can be purchased at the registration table for \$30 each. The tickets are complimentary for registered conference participants. You must have a ticket to be served.

Hotel Checkout: If you register in the hotel with a credit card you can use the Express Checkout and avoid standing in line. Checkout time is 12:00 Noon.

Job Information: Cards will be available if you wish to advertise a vacancy and interview at the conference. Interested applicants should watch the Job Board in the Rotunda.

Messages: A message board will be located in the registration area. Please check periodically for your messages.

Proceedings: A copy will be mailed to each registered participant. Extra copies may be purchased at \$10 each.

Safety: Do not leave luggage, purses, attaches or anything of value unattended. At night travel in groups if walking.

Shopping and Sights: The hotel is located on Seventh Avenue, also known as Fashion Avenue. New York's fine shopping district is next to the hotel. Macy's is one block. Broadway and the prestigious shops on Fifth Avenue are a ten-minute walk away. Herald Square and the Empire State Building are two blocks away for other interesting sights.

Smoking: An area will be designated for smoking at the luncheon. We request **No Smoking** in the conference sessions.

Super Prize: A Free Roundtrip Flight Ticket will be awarded at the closing session. You **must be present** to win.

Tapes: Cassette tapes of all conference sessions will be on sale in the Rotunda. Tapes for each session will be available immediately following the session. Tapes are \$9.00 each. Mail orders are accepted at \$10.50 per tape. Order forms will be available.

Theatre Tickets: You can inquire about the current Broadway shows and purchase tickets in the lobby of the hotel.

On February 1, 1989 thousands of Americans will participate in an historic event. For the first time in history, Black History Month will have a national kickoff unlike any other. A major telecommunications event will bring together distinguished experts on the contributions of Blacks to this country with audiences at colleges and universities, military installations, secondary schools, national

Beyond The Dream: A Celebration Of Black History will break new ground in delivering telecommunications programs via satellite. This telecommunications event will be interactive, which will enable audience participants to call a special toll-free number and ask questions "on-the-air." You can help in many ways to make this broadcast a success by publicizing this event to your students, faculty members ... contacting businesses, government and health care organizations and urging them to view the broadcast on their own sites or sponsor sites

LIVE ! VIA SATELLITE

BEYOND A CELEBRATION OF BLACK HISTORY THE DREAM

associations and federal and state agencies.

PROGRAM PARTICIPANTS: This two-hour program will feature such influential personalities as John Hope Franklin • Mary Hatwood Futrell • Asa Hilliard • Donald M. Stewart • Yvonne Brathwaite Burke • Cleo Fields • General Bernard Randolph • Judith Eaton • Mae Jemison • Take 6 • The Winans • plus many other successful role models with invaluable advice and information for everyone.

nearby ... sponsoring a site for your organization ... purchasing a videotape of the live broadcast to show at your own meetings.

SIX MAJOR PROGRAM SEGMENTS

- EDUCATION
- POLITICS
- BUSINESS AND ECONOMICS
- SOCIAL ISSUES
- THE MILITARY
- ARTS, ENTERTAINMENT AND SPORTS

TIME SCHEDULE: The viewing schedule for **Beyond The Dream: A Celebration Of Black History** satellite program on February 1, 1989:

Eastern zone	1:00 PM-3:00PM
Central zone	12:00PM-2:00PM
Mountain zone	11:00AM-1:00PM
Pacific zone	10:00AM-12:00PM
Hawaii zone	9:00AM-11:00AM

REGISTRATION INFORMATION:

This is truly a unique opportunity for you and your organization. **Black Issues In Higher Education** wants to make sure that this "live" telecast can be seen by anyone at any location in the United States or Canada. The program can be viewed via satellite through C Band and Ku Band downlink receivers. After you subscribe to **Beyond The Dream**, satellite and transponder information will be provided to each licensed location.

SITE FEE INFORMATION: Site locations will be charged a license fee which will allow an unlimited number of participants to view this program. Each location obtaining a license will be authorized to make one videotape of the program, while viewing the live broadcast. Organizations without a satellite dish may order a videotape of the program after the live event.

ALL LICENSE FEES ARE PER SITE

Single site license fee: \$850
Multiple license fee: \$625
Network license fee:
Available upon request

BE A PART OF AN HISTORIC EVENT: Beyond The Dream: A Celebration of Black History is sponsored by the publishers of **Black Issues In Higher Education** magazine and will originate from the nation's capitol, Washington, DC.

**IN HIGHER
EDUCATION.**

10520 Warwick Avenue
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Fairfax, Virginia 22030
(703) 365-2981 FAX (703) 385-1839



Mary Hatwood Futrell, President and Executive Director of the National Black Leadership Initiative Institute.



Asa Hilliard, President of the National Black Leadership Initiative Institute.



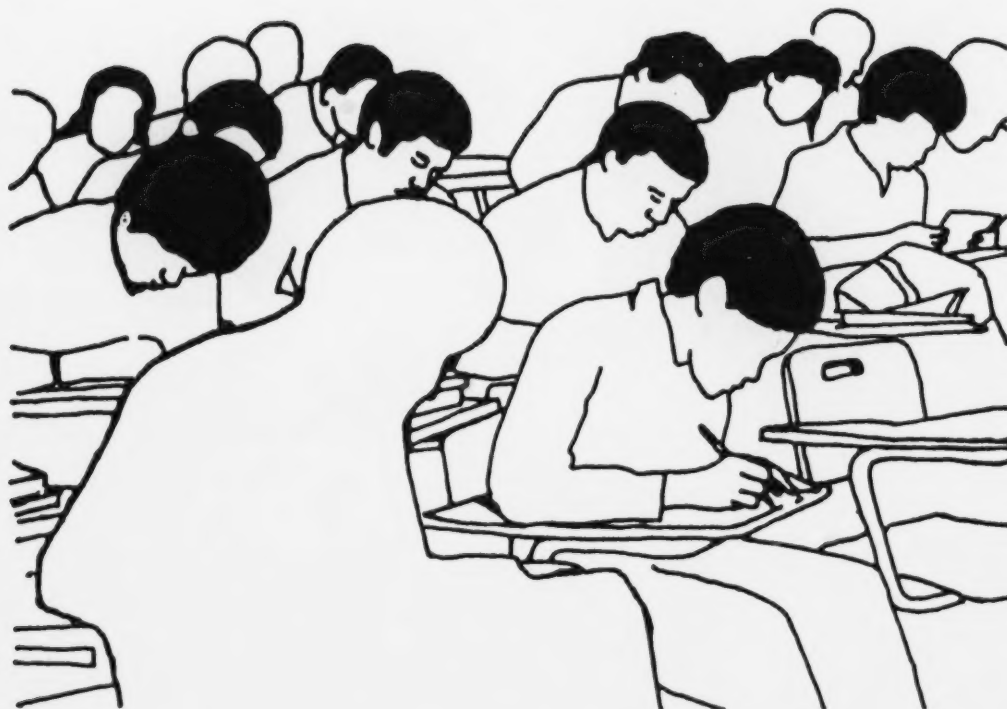
Judith Eaton, President of the National Black Leadership Initiative Institute.



Staff and board members of the National Black Leadership Initiative Institute.

5TH

NATIONAL
CONFERENCE



"BLACK STUDENT RETENTION IN HIGHER EDUCATION"



Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

CONFERENCE GOALS

"The National Conference on Black Student Retention in Higher Education" brings together administrators, faculty, students, researchers and others who have a common interest in the education of black college youth. Within this setting of collective attention, thought and expertise, the conference goals are to:

1. Provide a national forum for the exchange of ideas and information
2. Provide opportunities to explore issues that influence the retention of black students in higher education
3. Identify new initiatives and practices
4. Identify retention models which are adaptable to our respective institutions
5. Expand the body of knowledge on diverse aspects of black student retention
6. Gain new insights into educational perspectives which relate to the problem
7. Provide for the collection of student retention materials
8. Contribute to higher education literature
9. Provide for the presence of those who, by position and experience; can broaden our knowledge and increase our understanding of problems associated with black college youth remaining in school until graduation.

HISTORICAL NOTE

The conference is not a membership organization. It was initiated as a project by Florida A and M University, a historically black college. The project emerged from the university's Title III Program which was focused on student retention. Through your support the project has developed into an annual conference. This is the only national conference initiated and conducted by a black college, addressing issues on the education of black students. Dr. Frederick S. Humphries is our president.

PRE-CONFERENCE SESSIONS

Monday-November 14, 1988

3:00PM-5:00PM

Town Room

Conference Book Authors (Invitational)

Dr. Clinita A. Ford and Dr. Marvel Lang

Albany Room

Woodrow Wilson Administrative Fellows (Closed)

Dr. Sulayman Clark

Village Room

Student Get-Acquainted

(Student Conference Participants)

Mrs. Joyce Conoly-Simmons

Ms. Policia Cook and Mr. Eugene Herring

CONFERENCE PROGRAM PARTICIPANTS

Participant/State	Day	Time	Location
Abazinge, Michael (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
Adams, Howard (IN)	Tuesday	3:15PM	Penntop North
	Thursday	1:00PM	Ivy Suite
Adams, Jeanette (NY)	Tuesday	1:00PM	Grand Ballroom
Allen, William (OH)	Tuesday	9:00PM	Grand Ballroom
Anderson, James (PA)	Tuesday	9:00AM	Grand Ballroom
	Wednesday	1:15PM	Grand Ballroom
	Wednesday	3:00PM	Grand Ballroom
	Thursday	1:00PM	West Room
Armbrister, Vashti (FL)	Tuesday	3:15PM	Gold Ballroom
Atkinson, Pansye (MD)	Friday	8:15AM	Penntop North
Atkinson, Vivian (NJ)	Thursday	1:00PM	Grand Ballroom
Austin, Delores (CA)	Tuesday	9:00AM	Grand Ballroom
	Friday	8:15AM	Grand Ballroom
Banks, Sarah (PA)	Thursday	1:00PM	Grand Ballroom
Barrett, Norma (NC)	Friday	8:15AM	Gold Ballroom
	Friday	11:15AM	East Room
Belcher, Bernice (FL)	Tuesday	3:15PM	Penntop North
Bell, Thornton (WA)	Friday	11:15AM	Penntop North
Blackburn, Noel (NY)	Tuesday	3:15PM	West Room
Blake, JoAnn (TX)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	9:00PM	Grand Ballroom
	Thursday	8:45AM	Gold Ballroom
Brantley, Helen (SC)	Friday	8:15AM	Penntop South
Brooks, Ethel (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	East Room
Brown, Alexander (TX)	Tuesday	9:00PM	Grand Ballroom
Brown, Mary (MD)	Friday	11:15AM	Ivy Suite
Brown, Terrance (MI)	Friday	8:15AM	Ivy Suite

Brown, Walter (CA)	Friday	11:15AM	Penntop South
Bullock, Byron (VA)	Tuesday	3:15PM	East Room
Burnett, Patricia (OH)	Friday	11:15AM	Grand Ballroom
Burton, Yvonne (NJ)	Thursday	8:45PM	West Room
Carroll, Jeffrey (NJ)	Thursday	1:00PM	Penntop North
Clark, Sulayman (NJ)	Wednesday	1:15PM	Grand Ballroom
	Wednesday	3:00PM	Grand Ballroom
Clayton, Robert (VA)	Friday	8:15AM	West Room
	Friday	1:00PM	Grand Ballroom
Collins, Vanneise (NY)	Friday	11:15AM	Penntop North
Collins-Eaglin, Jan(MI)	Thursday	8:45AM	East Room
	Friday	8:15AM	East Room
Conoly-Simmons, Joyce(NY)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	West Room
	Friday	1:00PM	Grand Ballroom
Cook, Policia (FL)	Monday	3:00PM	Village Room
	Tuesday	9:00AM	Grand Ballroom
	Tuesday	1:00PM	Grand Ballroom
	Tuesday	3:15PM	West Room
	Tuesday	8:30PM	Grand Ballroom
Cooper, Diane (NJ)	Friday	11:15AM	Gold Ballroom
Cooper, Nancy (OH)	Friday	11:15AM	Grand Ballroom
Crider, Tyrone (VA)	Tuesday	1:00PM	Grand Ballroom
	Wednesday	8:30AM	Grand Ballroom
	Wednesday	1:15PM	Georgian Room
	Wednesday	3:00PM	Georgian Room
	Thursday	8:45AM	East Room
	Thursday	10:00AM	Grand Ballroom
Culbert, Arthur (MA)	Tuesday	9:00PM	Grand Ballroom
Cutler, Louise (NY)	Thursday	8:45AM	Gold Ballroom
Davis, David (IN)	Thursday	1:00PM	East Room
Davis, Donald L. (NJ)	Tuesday	3:15PM	Gold Ballroom
Davis, Jacqueline (NY)	Tuesday	3:15PM	Penntop North
Davis, Rozalia (FL)	Tuesday	9:00AM	Grand Ballroom

Day, Georgia (CT)	Tuesday	9:00AM	Grand Ballroom
	Thursday	1:00PM	Penntop South
DeJesus, Anaceles (NJ)	Thursday	1:00PM	Gold Ballroom
Deloatch-Pearson, A. (MA)	Thursday	1:00PM	Gold Ballroom
Demps, Michael (WA)	Friday	8:15AM	Grand Ballroom
diVirgilio, Paul (CANADA)	Thursday	8:45AM	Grand Ballroom
Doane-Clarke, E. (MD)	Thursday	1:00PM	Gold Ballroom
Donaldson, Charles (AR)	Friday	8:15AM	East Room
Dorsey-Gaines, C. (NJ)	Thursday	1:00PM	Penntop North
Dozier, William (FL)	Friday	8:15AM	West Room
Early, Diane (FL)	Tuesday	8:30PM	Grand Ballroom
Edwards, Corvette (NY)	Tuesday	3:15PM	West Room
Edwards, Renee (NY)	Tuesday	3:15PM	Ivy Suite
Ellis, Elinor V. (FL)	Thursday	1:00PM	Grand Ballroom
	Friday	8:15PM	Georgian Room
Eskridge, Larry (OH)	Friday	8:15AM	Grand Ballroom
Evans, Adeline (FL)	Tuesday	3:15PM	Georgian Room
	Tuesday	8:30PM	Grand Ballroom
	Friday	8:15AM	Gold Ballroom
Evans, Virden (FL)	Tuesday	8:30PM	Grand Ballroom
	Thursday	1:00PM	Gold Ballroom
	Friday	8:15AM	Gold Ballroom
Ewers, James B. (LA)	Friday	8:15AM	West Room
Fleming, Sundar W. (NC)	Friday	8:15AM	Ivy Suite
Flowers, Mary Ann (OH)	Thursday	1:00PM	Penntop South
Ford, Clinita A. (FL)	Monday	3:00PM	Town Room
	Tuesday	1:00PM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
	Wednesday	8:30AM	Grand Ballroom
	Wednesday	10:30AM	Grand Ballroom
	Thursday	10:00AM	Grand Ballroom
	Thursday	3:45PM	Grand Ballroom
	Friday	1:00PM	Grand Ballroom
Francis, Nearlene (PA)	Thursday	1:00PM	Ivy Suite

Freeney, Dionne A. (NY)	Tuesday	3:15PM	West Room
Fridie, Alvin (NJ)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	Penntop South
Fryar, Imani (NY)	Tuesday	3:15PM	Penntop North
	Thursday	8:45AM	Grand Ballroom
Furgerson, G. Thomas (IA)	Wednesday	10:30AM	Grand Ballroom
	Thursday	8:45AM	Grand Ballroom
Gardner, John N. (SC)	Thursday	1:00PM	Gold Ballroom
Gardner, Omega (FL)	Tuesday	3:15PM	East Room
Gayles, Anne R. (FL)	Thursday	8:45AM	Penntop North
Gilllin, Caroline (DC)	Tuesday	9:00PM	Grand Ballroom
	Wednesday	8:30AM	Grand Ballroom
	Thursday	8:45AM	Ivy Suite
Glenn, Rogers (FL)	Thursday	1:00PM	Ivy Suite
	Friday	8:15AM	Skytop
Goodman, Jennifer (TX)	Thursday	8:45AM	Gold Ballroom
	Thursday	1:00PM	Penntop South
Graham, Delores (CT)	Friday	8:15AM	Georgian Room
Green, Jacqueline (NJ)	Thursday	1:00PM	Gold Ballroom
Green, Janice (MI)	Friday	8:15AM	Georgian Room
Hager, Roscoe (NC)	Friday	11:15AM	East Room
Hagy, Joe (OK)	Friday	8:15AM	East Room
Harper, E. Jean (OH)	Thursday	1:00PM	Penntop South
Harris, Anthony L. (FL)	Friday	8:15AM	Gold Ballroom
Harrison, Izora (AL)	Tuesday	9:00AM	Grand Ballroom
	Friday	11:15AM	Gold Ballroom
Haynes, Herron, A. (TN)	Thursday	1:00PM	Penntop South
Haynes, James (MD)	Tuesday	9:00AM	Grand Ballroom
Henderson, Victoria (FL)	Thursday	1:00PM	Penntop North
Hendrickson, Avis (NY)	Friday	8:15AM	Gold Ballroom

Herring, Eugene (FL)	Monday	3:00PM	Village Room
	Tuesday	1:00PM	Grand Ballroom
	Tuesday	9:00AM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
	Thursday	1:00PM	Ivy Suite
	Friday	11:15AM	Georgian Room
Hill, Mackie (OR)	Friday	11:15AM	Georgian
Hogan, James C. (CT)	Friday	11:15AM	Ivy Suite
Hogg, Richard (FL)	Tuesday	1:00PM	Grand Ballroom
	Thursday	8:45PM	Georgian Room
Hogg, Rose (FL)	Tuesday	3:15PM	Penntop South
Hord, Frederick (IL)	Friday	8:15AM	Penntop North
Hossack, Gamal (NY)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	West Room
Humphries, Frederick (FL)	Tuesday	9:00PM	Grand Ballroom
	Wednesday	1:15PM	Grand Ballroom
	Wednesday	3:00PM	Grand Ballroom
	Thursday	8:45AM	Ivy Suite
Hyman, Anne (IL)	Tuesday	9:00PM	Grand Ballroom
Jenkins, Sebetha (OH)	Tuesday	9:00AM	Grand Ballroom
Johnson, A. Lee (NY)	Tuesday	3:15PM	Georgian Room
	Thursday	1:00PM	Georgian
Jimenez, Frank (CA)	Thursday	1:00PM	East Room
Johnson, Eunice (OH)	Friday	8:45AM	Georgian Room
Johnson, Leon (NY)	Thursday	2:00PM	East Room
Johnson, Randall (IL)	Tuesday	3:15PM	East Room
Johnson, Richmond A. (WA)	Tuesday	3:45PM	Penntop North
Johnson, Simon O. (FL)	Tuesday	3:15PM	Penntop North
	Tuesday	9:00PM	Grand Ballroom
Jones, Todd (OH)	Thursday	8:45AM	Penntop North
Kahn, Robert (OH)	Tuesday	9:00AM	Grand Ballroom
	Friday	8:15AM	West Room
Keene, Cecil B. (FL)	Tuesday	1:00PM	Grand Ballroom
Kennedy, Brenda (OH)	Tuesday	9:00AM	Grand Ballroom

Kidd, Frank K. (DC)	Friday	11:15AM	Gold Ballroom
Kornegay, Thomas (FL)	Thursday	2:30PM	Penntop North
Lang, Gladys (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
Lang, Marvel (MI)	Monday	3:00PM	Town Room
	Tuesday	8:30PM	Grand Ballroom
	Wednesday	10:30AM	Grand Ballroom
	Thursday	1:30PM	West Room
Langston, Timothy (IN)	Wednesday	1:15PM	Georgian Room
	Wednesday	3:00PM	Georgian Room
Lockett, Clarence (NJ)	Wednesday	1:15PM	Georgian Room
	Wednesday	3:00PM	Georgian Room
Lockett, Elizabeth (MI)	Friday	8:15AM	Penntop North
Lomax, Alvin C. (VA)	Thursday	2:30PM	East Room
Lott, Mary (TX)	Tuesday	9:00PM	Grand Ballroom
	Thursday	8:45AM	Gold Ballroom
Love, Evelyn (OH)	Friday	8:45AM	Georgian Room
Malevich, Bill (MN)	Friday	8:15AM	Ivy Suite
Malone, Joseph R. (OH)	Friday	11:15AM	Ivy Suite
Manigault, Donald A. (VA)	Tuesday	3:15PM	Gold Ballroom
	Tuesday	3:45PM	Gold Ballroom
Mark, Christine (NY)	Tuesday	3:15PM	West Room
Marquez, Madelaine S. (VA)	Tuesday	4:15PM	Penntop South
Martin, Hugh (FL)	Friday	9:15AM	Penntop North
Martin, Stephanie (OH)	Friday	8:45AM	Georgian Room
McAda, Harleen (CA)	Wednesday	10:30AM	Grand Ballroom
	Thursday	1:00PM	West Room
McCollough, Carol (NJ)	Tuesday	3:15PM	Grand Ballroom
McCray, Yvonne (NJ)	Tuesday	9:00AM	Grand Ballroom
	Thursday	1:00PM	Penntop North
McDonald, George (NY)	Tuesday	1:00PM	Grand Ballroom
McKnight, Ginger (NY)	Friday	11:15AM	West Room

McKnight, Mamie (TX)	Friday	11:15AM	West Room
McNeil, Ogretta (MA)	Friday	8:15AM	East Room
McVorran, Marcelle (NY)	Thursday	1:00PM	Penntop North
	Friday	11:15AM	Penntop North
Mickey, Rosie (OH)	Tuesday	9:00PM	Grand Ballroom
Miller, Howard J. (NY)	Thursday	1:30PM	East Room
Miserandino, Anthony (NY)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	Penntop South
Moore, Carolyn S. (TN)	Thursday	1:45PM	Penntop South
Moore, Louella (IN)	Tuesday	9:00PM	Grand Ballroom
Moore, Mary (FL)	Tuesday	9:00PM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
	Friday	11:15AM	West Room
Moore, Muriel (NY)	Tuesday	9:00AM	Grand Ballroom
	Friday	8:45AM	Penntop South
Morgan, Faye (FL)	Thursday	1:00PM	Georgian
Morrison, Lonnie (NY)	Friday	9:15AM	East Room
Moyer, Ruth (OH)	Thursday	1:00PM	Penntop North
Norwood, Veronica (MD)	Friday	8:15AM	West Room
Nurse, Richard A. (NJ)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	4:15PM	Grand Ballroom
O'Malley, Nancy (WI)	Tuesday	3:15PM	Georgian Room
Olson, Carol (OK)	Tuesday	9:00AM	Grand Ballroom
	Friday	8:45AM	East Room
Patterson, Robert (OH)	Friday	8:45AM	Georgian Room
	Friday	11:15AM	Ivy Suite
Payton, Lucretia (GA)	Wednesday	1:15PM	Georgian Room
	Wednesday	3:00PM	Georgian Room
	Thursday	2:00PM	Ivy Suite
	Friday	8:15AM	Gold Ballroom
Perdue, Bobbie (NJ)	Tuesday	9:00AM	Grand Ballroom
	Thursday	2:00PM	Gold Room
Perkins, Donnie (CT)	Tuesday	4:15PM	Ivy Suite

Pinkston, Mary (FL)	Friday	11:15AM	Grand Ballroom
Proctor, Samuel D. (NY)	Tuesday	1:00PM	Grand Ballroom
Pruitt, Anne S. (OH)	Thursday	3:45PM	Grand Ballroom
	Thursday	5:00PM	West Room
Richmond, Vicki (OH)	Friday	11:15AM	Skytop Room
Riggs, Cynthia (NJ)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	4:45PM	East Room
Robinson, Tracy (MA)	Tuesday	4:45PM	Ivy Suite
Rodgers, Shielda (MD)	Friday	11:15AM	Grand Ballroom
Rotatori, Anthony (CT)	Tuesday	9:00AM	Grand Ballroom
	Thursday	1:00PM	Penntop South
Sanders, Isaac (NY)	Tuesday	1:00PM	Grand Ballroom
Sanford, Adelaide (NY)	Friday	1:00PM	Grand Ballroom
Schenixder, Alvin (VA)	Tuesday	9:00AM	Grand Ballroom
	Friday	8:15AM	Penntop South
Melinda Scott (SC)	Friday	8:15AM	Penntop North
Shakir, Adib (MS)	Wednesday	1:15PM	Grand Ballroom
	Wednesday	3:00PM	Grand Ballroom
Shelton, Lillie (NJ)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	Ivy Suite
Shelton, Paul (NJ)	Thursday	1:00PM	East Room
Silva, Amparo (NY)	Friday	9:15AM	East Room
Simpson, Barbara (NJ)	Thursday	1:00PM	Penntop North
Simmons, Bette (NJ)	Friday	8:15AM	Penntop South
Singleton, Gregory (AL)	Friday	8:15AM	Penntop South
Small, Donald (SC)	Friday	9:30AM	Penntop South
Smith, Charles (VA)	Friday	11:15AM	Ivy Suite
Smith, Walter (FL)	Tuesday	9:00AM	Grand Ballroom
	Thursday	1:00PM	West Room
Sneed, Stephen (WA)	Friday	11:15AM	West Room

Snipes, Carl T. (NJ)	Friday	9:45AM	Ivy Suite
Spears, Martha (SC)	Friday	11:15AM	Gold Ballroom
Spence, Cynthia (GA)	Tuesday	9:00AM	Grand Ballroom
Staley, John (NY)	Friday	8:45AM	Penntop South
Stamps, Delores (MS)	Tuesday	9:00PM	Grand Ballroom
	Friday	1:00PM	Grand Ballroom
Stephens, Charles (OH)	Friday	8:45AM	Skytop Room
Stevenson, John (NY)	Friday	11:45AM	Georgian Room
Stokes, George (DC)	Tuesday	9:00PM	Grand Ballroom
	Thursday	1:00PM	West Room
Suess, Lauralee (SD)	Friday	11:15AM	Penntop South
Swift, Dwiggins (NC)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:45PM	East Room
Sykes, Roslyn (IL)	Friday	11:15AM	Ivy Suite
Tapper, Winsome J. (NY)	Friday	3:15PM	Georgian Room
Taylor, Edward (CT)	Thursday	1:00PM	Penntop South
	Friday	11:15AM	Georgian Room
Taylor, Theodore D. (FL)	Friday	8:15AM	East Room
Teabout, Frances (NJ)	Thursday	2:00PM	Gold Ballroom
Thompson, Carolyn (CA)	Thursday	8:45AM	West Room
Tignor, Beatrice (MD)	Friday	11:15AM	Penntop South
Tomlinson, Louise M. (GA)	Friday	11:45AM	Penntop South
Tribble, Israel (FL)	Thursday	10:00AM	Grand Ballroom
Turner, Ralph (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
Vaughn-Young, C. (WA)	Tuesday	3:45PM	Penntop South
Voss, David (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
	Thursday	1:00PM	Grand Ballroom
Wahhab, Aisha (NJ)	Thursday	2:00PM	Gold Ballroom
Walden, Royce B. (FL)	Friday	9:15AM	Penntop North

Walders, Daveley (VA)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	4:15PM	Penntop South
Wallace, James C. (NJ)	Tuesday	3:15PM	Ivy Suite
Wanton, Eva C. (FL)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	Grand Ballroom
	Tuesday	8:30PM	Grand Ballroom
	Thursday	10:00AM	Grand Ballroom
Washington, Earl M. (MI)	Friday	9:45AM	Gold Ballroom
Watson, Dennis (NY)	Tuesday	9:00AM	Grand Ballroom
	Wednesday	10:30AM	Grand Ballroom
	Thursday	8:45AM	Georgian Room
Watson, Yvonne (NJ)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	3:15PM	Grand Ballroom
Weaver, Carmon J. (MD)	Friday	11:15AM	Gold Ballroom
Weems, Sherryl D. (NY)	Friday	11:15AM	Penntop North
West, Patricia J. (MI)	Tuesday	4:45PM	Grand Ballroom
Wheeler, Veronica (CT)	Thursday	1:00PM	Penntop South
White, Deborah (PA)	Thursday	1:00PM	Grand Ballroom
Whitten, Lisa (NY)	Tuesday	3:15PM	Gold Ballroom
	Thursday	8:45AM	Penntop South
Wigfall, Gia (CT)	Thursday	1:00PM	Penntop South
	Friday	11:15AM	Penntop North
Wileman, Shirley (SD)	Tuesday	9:00AM	Grand Ballroom
	Tuesday	4:15PM	East Room
Wilkerson, Diane (GA)	Tuesday	9:00PM	Grand Ballroom
Williams, Clarence (MA)	Thursday	1:30PM	Ivy Suite
Williams, Donald (MI)	Friday	8:45AM	Ivy Suite
Williams, Eric (MI)	Thursday	2:00PM	Penntop North
Williams, Michelle (NJ)	Thursday	2:00PM	Gold Ballroom
Williams, Sheila (OH)	Friday	11:15AM	Skytop Room
Wilson, David (NJ)	Thursday	3:45PM	Grand Ballroom
Wilson, Lorraine P. (IN)	Friday	11:15AM	East Room

Wilson, Reginald (DC)	Wednesday	8:30AM	Grand Ballroom
Winston, Sherry (NY)	Tuesday	8:30PM	Grand Ballroom
Wright, Russell B. (MI)	Thursday	8:45AM	East Room
Wynn, Cordell (AL)	Tuesday	9:00PM	Grand Ballroom
	Thursday	1:00PM	Georgian Room
Younce, Patricia S. (RI)	Tuesday	4:15PM	Gold Ballroom
Zerom, Tewelde B. (LA)	Friday	9:15AM	West Room
	Friday	10:15AM	Penntop North

**List of States and Number of
Institutions/Agencies/Organizations Participating in
Previous Conferences (1985-87)**

Alabama (14)	Kentucky (8)	Oklahoma (4)
Arizona (2)	Louisiana (6)	Oregon (3)
Arkansas (5)	Maryland (17)	Pennsylvania (23)
California (18)	Massachusetts (18)	South Carolina (15)
Colorado (2)	Michigan (11)	South Dakota (1)
Connecticut (8)	Minnesota (5)	Tennessee (7)
Delaware (3)	Mississippi (5)	Texas (12)
District of	Missouri (4)	Utah (1)
Columbia (15)	New Hampshire (1)	Vermont (1)
Florida (43)	New Jersey (27)	Virginia (13)
Georgia (28)	New York (44)	Washington (8)
Illinois (9)	North Carolina (16)	West Virginia (1)
Iowa (2)	Ohio (17)	Wisconsin (3)
Kansas (1)		

DISTINGUISHED CONFERENCE PARTICIPANTS

Miss Jeanette Adams
Assistant to the Dean of Special Programs
City College of the City University of New York

Dr. James Anderson
Professor of Psychology
Indiana University of Pennsylvania

Dr. Sulayman Clark
Vice President for Minority Programs
The Woodrow Wilson National Fellowship Foundation

Dr. Robert Clayton
Managing Editor
Ebonics Publishers International

Mrs. Joyce Conoly-Simmons
Lecturer
City College of the City University of New York

Rev. Tyrone Crider
Associate Dean of Students
Central State University

Mr. Anthony Fairbanks
Executive Director
Philadelphia Youth Service Corporation

Mr. G. Thomas Furgerson, Executive Producer
"Black by Popular Demand"
Redshoes Productions

Dr. John N. Gardner
Vice Chancellor/Director of University 101
University of South Carolina

Dr. Jean Gilbert
Executive Coordinator
National Organization of Black College Alumni

Dr. Caroline Gillin, Director
Division of Institutional Development
U.S. Department of Education

Mr. John L. Hanson, Jr.
Executive Producer
Longhorn Radio Network

Mr. Eugene Herring, President
Student Alumni Association
Florida A and M University

Dr. Richard A. Hogg
Provost/Vice President for Academic Affairs
Florida A and M University

Dr. Frederick S. Humphries
President
Florida A and M University

Dr. A. Lee Johnson
President
Strategic Learning Systems

Dr. Leon Johnson
President
National Medical Fellowship Program

Regent Cecil B. Keene
Member, Florida Board of Regents
State University System of Florida

Mr. Clarence E. Lockett
Vice President for Information and Control
Johnson and Johnson Company-Chicopee

Dr. George McDonald, Esq.
Vice President for Student Affairs
City College of the City University of New York

Ms. Nancy O'Malley, Editor
Recruitment and Retention in Higher Education

Dr. Samuel Proctor
Martin Luther King Jr. Professor Emeritus
The State University of New Jersey-Rutgers

Dr. Anne Pruitt
Director
Center for Teaching Excellence
The Ohio State University

Dr. Isaac Sanders
Director
Resource Planning and Development
National Action Council for Minorities in Engineering, Inc.

Regent Adelaide Sanford
Member-At-Large, Board of Regents
The University of the State of New York

Dr. Adib Shakir
President
Tougaloo College

Mr. George Stokes
Program Officer
Institute of International Education

Dr. Israel Tribble
President
Florida Endowment Fund for Higher Education

Dr. Eva C. Wanton
National President
Jack and Jill of America, Inc.

Mr. Dennis R. Watson
Executive Director
National Black Youth Leadership Council

Dr. David Wilson
Assistant Provost
Rutgers University - Camden

Dr. Reginald Wilson
Director of Minority Concerns
American Council on Education

Miss Sherry Winston
Flutist and Director
The Sherry Winston Band

Dr. Samuel D. Proctor

Religious leader and educator, Dr. Samuel D. Proctor's life of distinguished service reflects a commitment to the intellectual development of our youth, the preservation of Historically Black Colleges, and the spiritual nurturing of our communities. Dr. Proctor has been the pastor of the Abyssinian Baptist Church of New York City since 1972. For fifteen years he held the King Memorial Chair in the Graduate School of Education at Rutgers University, New Brunswick, New Jersey. Upon his retirement from Rutgers in 1984, he was named Martin Luther King Professor Emeritus and was awarded the Rutgers Medal. Dr. Proctor is a native of Norfolk, Virginia. He holds a Doctor of Theology degree from Boston University and Masters of Divinity degree from Crozer

Theological Seminary. As an administrator, Dr. Proctor's experience is diverse. He served his alma mater, Virginia Union University, as teacher and dean for seven years, and president for five years. In 1960, he became president of North Carolina A&T State University at Greensboro. He held administrative positions with the Peace Corps in Nigeria and Washington, D.C., the National Council of Churches, the Office of Economic Opportunity, the Institute for Services to Education, and the University of Wisconsin. He has been the recipient of over twenty honorary degrees from colleges and universities in the Continental United States. Dr. Proctor and his wife, Bessie Louise Tate, have four sons; Herbert, Timothy, Samuel, and Steven.

Dr. A. Lee Johnson



Professor A. Lee Johnson is an internationally recognized author, educator, trainer, and strategic advisor. He specializes in the psychology, economics, and history of racism, sexism, and other forms of elitism, and their relationship to self-esteem and behavior. Professor Johnson is Founder and President of Strategic Learning Systems (SLS) and is the creator of the SLS Method. The SLS Method empowers individuals to utilize their personal experiences of invalidation to master and teach the history, psychology, and political economy of racism and sexism as an intervention against racist, sexist invalidation. Professor Johnson has served as Professor of Economics, Cornell University, School of Industrial and Labor Relations; Aerospace Engineer, Marshall Space Flight Center, IBM/NASA; Project Director, 150-Center Head Start Project, New York; and Director, Computer Systems, Transportation Administration, New York. He has researched and taught in Europe, Africa, Latin America, the People's Republic of China, the Soviet Union, and the Middle East. He is currently a psychologist on the faculty of the New York Theological Seminary. SLS Seminars are ac-

credited for graduate students at the New York Theological Seminary and by the New Jersey Substance Abuse Counselor Certification Board. Professor Johnson is the author of **The Self-Esteem Conspiracy**, **The Strategic Communicator**, and **The Strategic Trainer**.

Dr. Reginald Wilson

Reginald Wilson was named Senior Scholar of the American Council on Education in October 1988. He joined the Council as Director of the Office of Minority Concerns on October 1, 1981. Prior to that appointment he was, for nearly ten years, President of Wayne County Community College in Detroit. Other higher education career positions he has held have been Dean, Director of Test Development and Research, Director of Black Studies and Director of Upward Bound. He was a Psycholgist in the



Detroit Public Schools prior to that. Dr. Wilson has taught graduate courses in psychology and black studies at Wayne State University, the University of Detroit, Oakland University and the University of Michigan. He is the co-author of **Human Development in the Urban Community**, the editor of **Race and Equity in Higher Education** and the author of **Civil Liberties and the U.S.** He is on the editorial board of **The American Journal of Education** and **The Urban Review**. Dr. Wilson received his Ph.D. in clinical and educational psychology from Wayne State University. He is licensed as a Psychologist in Michigan and in Washington, DC and does volunteer work with the homeless. He was honored as a Distinguished Alumnus of Wayne State University in 1980 and is a recipient of the Anthony Wayne Award and the Distinguished Service Medal of the City of Detroit.

Dr. Israel Tribble, Jr.



Dr. Israel "Ike" Tribble Jr. is a power force in his operational role as senior administrator, policy analyst, and policy maker in higher education. Since 1985, Dr. Tribble has been President and CEO of the Florida Endowment Fund for Higher Education. He is responsible for the administration of a 16.5 million dollar endowment fund that provides program support for both the black doctoral and minority junior faculty fellowship programs. This current position is just one part in an impressive career in the field of education. Dr. Tribble has served as Executive Director, The McKnight Programs in Higher Education in Florida; Associate Vice Chancellor for Academic Programs, Board of Regents, State University System of Florida; Director of Voluntary Education, U.S. Department of Defense; Special Assistant to the Secretary, U.S. Department of Education; and Provost, Bethune-Cookman College. Dr.

Tribble holds M.A. and Ed.D. degrees in Administration and Policy Analysis from Stanford University, M.S. in School Administration from California State University, and B.A. in Social Studies and Physical Education from Montclair State College. He has published numerous articles in the areas of leadership development, motivational counseling, voluntary education, private giving, and desegregation in higher education. Dr. Tribble and his wife, Velma Monteiro, have two daughters; Ahsha and Aiyisha.

Dr. Anne S. Pruitt



A passion for teaching and learning, finely honed administrative skills, and a participatory style of leadership distinguish the exemplary career of Dr. Anne S. Pruitt in Higher Education. Dr. Pruitt is the Director of the Center for Teaching Excellence and Professor of Education at The Ohio State University. She has also served as Associate Provost and Associate Dean. Before coming to The Ohio State University she was Assistant to the Vice-President for Academic Affairs and Professor of Education at Case Western Reserve University. She began her administrative career in higher education as the Dean of Students and Dean of Women at Albany State College and Fisk University, respectively. Dr. Pruitt is a native of Bainbridge, Georgia. She graduated cum laude from Howard University and received a B.S. in Psychology and Education. She holds M.A. and Ed.D. degrees in Guidance and Student Personnel Administration from

Teachers College, Columbia University. She has received numerous awards, honors and served on many civic, professional and advisory boards. Dr. Pruitt is a trustee at Case Western Reserve University, and has served nine years as a trustee at Central State University. She has five children, Dianne, Pamela, Sharon, Ralph, and Leslie.

Regent Adelaide Luvenia Hines Sanford

Regent Sanford began her educational career as an elementary school teacher in New York City. She later served as assistant principal of Public School 21, the Crispus Attucks School, in Brooklyn's Bedford-Stuyvesant section. She was principal at Public School 21 for nineteen years until her retirement in 1985, culminating thirty-five years in education. Under her administration, the school earned a reputation as an outstanding inner city school where pupil achievement, teacher morale, and special programs for gifted and talented students brought city-wide recognition. In April of 1986, Adelaide Sanford was unanimously elected to a seven year term as Member-At-Large of the Board of Regents of The University of the State of New

York. In March of 1987, she completed a year as a visiting practitioner at the Principals' Center at Harvard University Graduate School of Education. While there she also served as a teaching fellow. A New York City native, she graduated from Girls' High School and earned her Bachelor of Arts degree from Brooklyn College. The Masters of Arts in Secondary Education was conferred by Wellesley College. The Professional Diploma in Education Administration was awarded to her by Fordham University where she was a Ford Foundation Fellow. Regent Sanford is a former chairperson of the National Alliance of Black School Educators and former president of the New York Association of Black School Supervisors.

Sherry Winston - Flutist



Commitment to excellence, belief in achievement through discipline, and desire to march to her own drummer, have been powerful themes in Sherry Winston's life. These themes have consistently found expression in Sherry's music, sports and business activity. Baseball, ballet, piano, horseback riding, and figure skating filled her early years. By junior high school Sherry had become a competitive speed skater and a prize-winning horsewoman.

A graduate of Howard University's College of Fine Arts, Sherry won numerous talent shows that brought her to the attention of Washington's local music promoters. She began touring the country with her own band which included then unknown pianist, Roberta Flack. They performed together at colleges and Army bases for the United Negro College Fund, and the Sammy Davis, Jr., Scholarship Fund. At age 18, Sherry opened for Arthur Prysock,

Carla Thomas, and Jerry Butler. The following summer she toured nationally with Arthur Prysock's band.

Sherry has performed at Carnegie Hall with Hubert Laws, her former teacher and mentor, and she has sat in with Herbie Mann at New York's famous Village Gate. She has also performed with the Quincy Jones Orchestra, and has opened for Phyllis Hyman, Sister Sledge, Ahmad Jamal, Cherry Lynn, and others. She has promoted such well-known artists as Grover Washington, Jr., Linda Rondstadt, Television, Jackson Brown, Eric Gale, and Gil Scott Heron.

Sherry's music is as diverse as she is. An avid competitive skier, runner, tennis player, windsurfer, long-distance swimmer, and scuba diver, Sherry finds musical inspiration in her sports. As Bryan Harrell, of the Japan Times said, "the Sherry Winston Band has no pat image, and isn't easily classified. There is a goldmine of musical diversity with Winston's classical influence clearly identifiable in her arrangements. Some tunes are as melodic as movie themes, and others are as funky as goosebumps, and all achieve rather broad appeal without resorting to lowest common denominator cliches."

Discover for yourself the diversity of Sherry Winston's music! She will be the featured guest artist at the conference reception.

RETENTION TABLETOPICS

Tuesday - November 15, 1988

9:00AM-11:00AM

Grand Ballroom

TableTopics Coordinator - Dr. Gladys Lang
Assistant Vice President for
Academic Affairs
Florida A and M University

TABLE

- 1. Academic Advisement/Counseling**
Alvin Fridle
Delores Austin
- 2. Academic Skills**
Shirley Wileman
Sebetha Jenkins
- 3. Black Male Retention**
Walter Smith
Simon O. Johnson
- 4. Coping Mechanisms**
Dennis Watson
Muriel Moore
- 5. Faculty Involvement and Attitudes**
Yvonne Watson
Carol Olson
- 6. Graduate Student Survival**
Georgia Day
Anthony Rotatori
- 7. Institutional Retention Data**
James Haynes
Mary Moore
- 8. International Student Retention**
George Stokes
Michael Abazinge
- 9. Mentoring/Role Models**
Joyce Conoly-Simmons
Robert Kahn
- 10. Motivation**
James Anderson
Brenda Kennedy

11. **Orientation**
Alvin Schenixder
Yvonne McCray
12. **Outreach Activities/Partnerships**
Anthony Miserandino
Daveley Walders
13. **Performance Standards**
Bobbie Perdue
Cynthia Spence
14. **Pre-collegiate Activities**
Rozalia Davis
Dwiggins Swift
15. **Public Policy/State Initiatives**
Cynthia Riggs
Lillie Shelton
16. **Recruitment for Retention**
Ethel Brooks
Eva Wanton
17. **Student Leadership/Commitment**
Policia Cook
Gamal Hossack
18. **Success in the Sciences**
Ralph Turner
Eugene Herring
19. **Support Systems**
Richard Nurse
David Voss
20. **Testing/Assessment**
Izora Harrison
JoAnn Blake

CONFERENCE AGENDA

Monday - November 14, 1988

1:00PM - 9:00PM	Registration
	Preconference Sessions
	A. Conference Book Authors
	B. Woodrow Wilson Administrative Fellows
	C. Student Get-Acquainted

Tuesday - November 15, 1988

8:00AM - 4:00PM	Registration
9:00AM - 11:00AM	Retention Table Topics
11:00AM - 1:00PM	Lunch (On-Your-Own)
1:00PM - 3:00PM	General Session I
3:00PM - 3:15PM	Break
3:15PM - 5:45PM	Concurrent Sessions I
3:15PM - 5:45PM	A. Lee Johnson SLS Seminar
5:45PM -	Dinner (On-Your-Own)
8:30PM - 11:30PM	Conference Reception and Book Party

Wednesday - November 16, 1988

8:00AM - 4:00PM	Registration
8:30AM - 10:15AM	General Session II
10:15AM - 10:30AM	Break
10:30AM - 1:00PM	General Session III (Video Box Lunch)
1:00PM - 1:15PM	Break
1:15PM - 2:45PM	Panels I and II
2:45PM - 3:00PM	Audiences Change Rooms
3:00PM - 4:30PM	Panels I and II (Repeated)
4:30PM -	Dinner (On-Your-Own)
5:30PM -	Atlantic City Casino Trip or Evening in New York (On-Your-Own)

Thursday - November 17, 1988

8:00AM - 4:00PM	Registration
8:45AM - 9:45AM	Concurrent Sessions II
9:45AM - 10:00AM	Break
10:00AM - 11:30AM	General Session IV
11:30AM - 1:00PM	Lunch (On-Your-Own)
1:00PM - 3:30PM	Concurrent Sessions III
1:00PM - 3:30PM	A. Lee Johnson SLS Seminar
3:30PM - 3:45PM	Break
3:45PM - 5:00PM	General Session V
5:00PM - 6:00PM	Autograph Session Evening - On-Your-Own

Friday - November 18, 1988

8:00AM -10:00AM
8:15AM -10:45AM
10:45AM -11:15AM
11:15AM -12:45PM
12:45PM - 1:00PM
1:00PM - 3:30PM

Registration
Concurrent Sessions IV
Check Out of Hotel
Concurrent Sessions V
Break
General Session VI
(Closing Luncheon)

RECORDINGS

TSCD Sight and Sound is taping all conference sessions. Cassette tapes of the sessions are available in the Rotunda at a small cost of \$9.00 each. Mail orders are accepted too, at \$10.50 per cassette. Order forms are available.

The Longhorn Radio Network is taping conference highlights and interviews for nationwide broadcast on "In Black America". Consult your local listings for broadcast schedules.

5TH
NATIONAL
CONFERENCE



**"BLACK STUDENT RETENTION
IN HIGHER EDUCATION"**



Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Claude A. Ford, Retention Conference Director

GENERAL SESSION I

Tuesday-November 15, 1988

1:00PM-3:00PM

Grand Ballroom

Presiding - Dr. Clinita A. Ford
Conference Founder and Director

Call to Order

Invocation Rev. Tyrone Crider
Associate Dean/Students
Central State University
National Youth Coordinator, Jesse Jackson Campaign

Conference Overview..... Dr. Clinita A. Ford

Original Reading Ms. Jeanette Adams
Assistant Dean
City College of the City
University of New York

"Me An' Six Foot Sam"

Welcome Dr. Richard A. Hogg
Provost/Vice President
Academic Affairs
Florida A and M University

Welcome Miss Policia Cook, Student
Agri-Business Major
Florida A and M University

Mr. Eugene Herring, President
Student Alumni Association
Florida A and M University

Greetings Regent Cecil B. Keene, Member
Florida Board of Regents
State University System of
Florida

Greetings Dr. George McDonald, Esq.
Vice President/Student Affairs
City College of the City
University of New York

Original Reading..... Ms. Jeanette Adams
"In Celebration of Black History"

Introduction of Speaker..... Dr. Isaac Sanders, Director
Resource Planning & Development
National Action Council for
Minorities in Engineering, Inc.

Speaker Dr. Samuel Proctor
Martin Luther King, Jr.
Professor Emeritus
The State University of New
Jersey - Rutgers
TOPIC: "The Educational Obstacle Course for Black Students"

Announcements

BREAK
3:00PM - 3:15PM

**NATIONAL DIRECTORY OF MINORITY
STUDENT RETENTION PROGRAMS**

The National Directory is being developed in response to numerous inquiries received about existent programs designed to increase the retention of minority students, and in particular Black students. If you have not submitted information from your institution and wish to be included, please supply the following information by December 1, 1988:

1. Name and location of institution
2. Name, title, mailing address and office phone number of the contact person
3. Title of the Retention Activity
4. Target Group(s): Freshmen, Sophomores, Juniors, Seniors and/or Graduate Students
5. Description of the Retention Activity. If more than one, describe each one separately and provide above information for each.
6. Mail entries to: National Retention Program Directory,
P. O. Box 10121, Tallahassee, FL 32302.

No fees are charged for entries

CONCURRENT SESSIONS
Facilitators and Co-Facilitators

FACILITATORS

CO-FACILITATORS

CC-I

Tuesday

November 15, 1988

3:15PM - 5:45PM

- | | |
|-------------------------|-------------------|
| 1. Eva C. Wanton | Carol McCollough |
| 2. Lisa Whitten | Vashti Armbrister |
| 3. Renee Edwards | Lillie Shelton |
| 4. Randall Johnson | Byron Bullock |
| 5. Joyce Conoly-Simmons | Policia Cook |
| 6. Nancy O'Malley | Adeline Evans |
| 7. Howard Adams | Jacqueline Davis |
| 8. Rose Hogg | Noel Blackburn |

CC-II

Thursday

November 17, 1988

8:45AM - 9:45AM

1. Imani Fryar
2. Louise Cutler
3. Frederick Humphries
4. Tyrone Crider
5. Yvonne Burton
6. Richard Hogg
7. Anne Gayles
8. E. Doane-Clark

CC-III

Thursday

November 17, 1988

1:00PM - 3:30PM

- | | |
|---------------------|---------------------|
| 1. David Voss | Vivian Atkinson |
| 2. Virden Evans | A. Deloatch-Pearson |
| 3. Nearlene Francis | Eugene Herring |
| 4. Paul Shelton | David Davis |
| 5. Walter Smith | George Stokes |
| 6. Cordell Wynn | Faye Morgan |
| 7. Ruth Ann Moyer | Marcelle McVorrnan |
| 8. Jennifer Goodman | Veronica Wheeler |

CC-IV
Friday
November 18, 1988
8:15AM - 10:45AM

1. Larry Eskridge	Michael Demps
2. Avis Hendrickson	Lucretia Payton
3. Bill Malevich	Jan Collins-Eaglin
4. Ogretta McNeil	Charles Donaldson
5. Veronica Norwood	William Dozier
6. Elinor Ellis	Delores Graham
7. Melinda Scott	Elizabeth Lockett
8. Bette Simmons	Gregory Singleton

CC-V
Friday
November 18, 1988
11:15AM - 12:45PM

1. Martha Pinkston	Sheilda Rodgers
2. Martha Spears	Diane Cooper
3. Roslyn Sykes	Charles Smith
4. Norma Barrett	Roscoe Hager
5. Mary Moore	Stephen Sneed
6. Mackie Hill	Edward Taylor
7. Thorton Bell	Gia Wigfall
8. Beatrice Tignor	Lauralee Suess

CONCURRENT SESSIONS I
Tuesday, November 15, 1988
3:15PM - 5:45PM

GRAND BALLROOM

- 127 Retaining High Risk Students in a Highly Competitive Environment
- 140 Effective Retention Strategies for Large, Comprehensive Research Universities
- 147 Rutgers: Minority Retention at the Megaversity
- 148 Minority Retention Program - Ferris State College

GOLD BALLROOM

- 092 Project Personal Development: Successful Interaction with Others
- 091 Developing Educational Potential
- 060 The Student Potential Program at Rhode Island College
- 070 The Glassboro State College Program for the Retention of Minority Students

IVY SUITE

- 050 The Budget as an Instrument of Public Policy New Jersey's Statewide Minority Enrollment Initiatives. An Update
- 161 Minority Student Access and Retention Initiatives in Connecticut Public Higher Education
- 051 A Cohort Analysis of Persistence and Non-Persistence Among Black Students at a Historically Black Private College

EAST ROOM

- 114 Variables Affecting High School Seniors' Perceptions Regarding Postsecondary Education
- 097 Empowering College Students to Retain Themselves
- 068 Promoting Student Success: An Involving Course Structure That Invites Students To Become Active Consumers of Their Learning

126 Success Seminar

WEST ROOM

- 131 Peer Support and Black Student Retention
- 132 The City College Freshman Mentor Support Program
- 133 The Relationship of Race Relations to Black Student Retention at Predominantly White Institutions of Higher Learning
- 134 City College Freshman Orientation 100 Course
- 151 Retention: As Seen Through the Eyes of a Black Student at The City College of New York
- 153 Internships and Black Student Retention: One Semester with the New York State Black and Puerto Rican Legislative Caucus

GEORGIAN BALLROOM

- 086 Racism, Retention, and Education

PENNTOP NORTH

- 130 Black Student Retention
- 062 Blacks on Campus
- 136 Black Student Retention: Whose Job Is It?
- 090 Educational Talent Search: A Successful Program for Black Student Retention

PENNTOP SOUTH

- 105 At Risk Students: Strategies for Keeping Them in School
- 146 PreCollege Programs: Enhancing Academic Success for Students of Color
- 109 The Early Identification Program: A Partnership Response to the Crisis in Minority Retention
- 084 What's for Summer?

SPECIAL SESSION I
Conference Reception and Book Party

Tuesday - November 15, 1988

8:30PM

Grand Ballroom

Conference Book Volume I
Black Student Retention in Higher Education
Dr. Marvel Lang and Dr. Clinita A. Ford, Co-editors

Special Feature: The Sherry Winston Band

Cash Bar

Distinguished Conference Authors

Contributors to Volume I Black Student Retention in Higher Education, Springfield: Charles C. Thomas, 1988. The publication is based on papers selected from the 1985 and 1986 National Conferences on Black Student Retention in Higher Education.

Dr. William Allen
The Ohio State University

Dr. Simon O. Johnson
University of Florida

Dr. JoAnn Blake
Prairie View A&M University

Mrs. Mary Lott
Prairie View A&M University

Dr. Alexander L. Brown
Prairie View A&M University

Dr. Rosie C. Mickey
University of Akron

Dr. Arthur J. Culbert
Boston University School
of Medicine

Dr. Louella Moore
Indiana State University

Dr. Anne Kopp Hyman
Chicago State University

Dr. Delores B. Stamps
Tougaloo College

Dr. Diane W. Wilkerson
Kennesaw College

Co-Editors

Dr. Marvel Lang
Michigan State University

Dr. Clinita A. Ford
Florida A and M University

CONFERENCE RECEPTION
Hosts and Hostesses

Dr. Michael Abazinge
Ms. Policia Cook
Mrs. Diane Early
Dr. Adeline Evans
Dr. Virden Evans

Mr. Eugene Herring
Dr. Gladys Lang
Dr. Mary Moore
Dr. Ralph Turner
Mr. David Voss

Dr. Eva C. Wanton

GENERAL SESSION II

Wednesday - November 16, 1988

8:30AM-10:15AM

Grand Ballroom

Presiding - Dr. Caroline Gillin, Director
Division of Institutional Development
U. S. Department of Education

Call to Order

Morning Inspiration Rev. Tyrone Crider

Introduction of Speaker

Speaker Dr. Reginald Wilson
Director of Minority Concerns
American Council on Education

TOPIC: "The Black Student Crisis in Education"

Remarks

Announcements..... Dr. Clinita A. Ford

BREAK

10:15AM - 10:30AM

GENERAL SESSION III

Wednesday - November 16, 1988

10:30AM-1:00PM

Grand Ballroom

Box Lunch Video Session
"Racism on Campus"

Presiding - Mr. Dennis R. Watson, Executive Director
National Black Youth Leadership Council

Call to Order

Overview of Problem

Mr. G. Thomas Furgerson - Iowa State University
"Black by Popular Demand"

Dr. Harleen McAda - University of California, Santa Barbara
"Education Program to Increase Racial Awareness"

Dr. Marvel Lang - Michigan State University
"Minorities in the College Classroom: Racism in Education"

Announcements Dr. Clinita A. Ford

BREAK

1:00PM - 1:15PM

SPECIAL SESSION II
"Panels on Racism in Education"

Wednesday - November 16, 1988
1:15PM - 2:45PM

Grand Ballroom
Panel I

Presiding - Dr. Sulayman Clark, Vice President
Minority Programs
The Woodrow Wilson National Fellowship
Foundation

"Diverse Cultures: We need to understand each other"
Dr. James Anderson, Professor of Psychology
Indiana University of Pennsylvania

"Environmental Conditioning: We are not born racists"
Dr. Adib Shakir, President
Tougaloo College

"Black Racism in Education: Victims of our own prejudices"
Dr. Frederick S. Humphries, President
Florida A and M University

Wednesday - November 16, 1988
1:15PM - 2:45PM

Georgian Ballroom
Panel II

Presiding - Dr. Timothy Langston
Dean of Student Affairs
Indiana University/Purdue Univ

"Coping Power: You have to be a survivor"
Rev. Tyrone Crider, Associate Dean of Students
Central State University

"Black Young Professionals: Climbing against the odds"
Mr. Clarence E. Lockett
Vice President for Information and Control
Johnson and Johnson Company - Chicopee

"Black Faculty Guardians and Victims: Protectors without protection"
Dr. Lucretia Payton
Associate Professor/Curriculum and Instruction
Chairman/Minority Faculty Concerns
Georgia State University

Audiences Change Rooms
2:45PM - 3:00PM

Wednesday - November 16, 1988

3:00PM - 4:30PM

Panel I

Grand Ballroom

3:00PM - 4:30PM

Panel II

Georgian Ballroom

4:30PM

Dinner (On-Your-Own)

5:30PM

Atlantic City Casino Trip

Prepaid Passengers

Depart from 32nd Street hotel entrance

or Evening in New York (On-Your-Own)

5TH

NATIONAL
CONFERENCE



"BLACK STUDENT RETENTION
IN HIGHER EDUCATION"



Sheraton Bal Harbour Hotel
Miami Beach, Florida

November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

CONCURRENT SESSIONS II
Thursday, November 17, 1988
8:45AM - 9:45AM

GRAND BALLROOM

- 141 Is the Computer a Synesthetic Medium?

GOLD BALLROOM

- 077 CAI: A Strategy for Retention and Academic Success

IVY SUITE

- 160 U.S. Department of Education Title III Provisions
for Minorities

EAST ROOM

- 124 Project Access: A Residential Hall Program to
Facilitate Minority Student Retention

WEST ROOM

- 152 Predicting Student Involvement in the College Ex-
perience: A Comparative Study of Black and White
College Students

GEORGIAN BALLROOM

- 159 Racism on Campus

PENNTOP NORTH

- 135 A Continuum of Linkages: Intradepartmental Team-
work Through a Minority Affairs Council

PENNTOP SOUTH

- 120 Survival Conflict in African-American College
Students

BREAK
9:45AM - 10:00AM

GENERAL SESSION IV

Thursday - November 17, 1988

10:00AM-11:30AM

Grand Ballroom

**Presiding - Dr. Eva C. Wanton, Dean
School of General Studies
Florida A and M University**

Call to Order

Morning Inspiration Rev. Tyrone Crider

Introduction of Speaker

**Speaker Dr. Israel Tribble, President
Florida Endowment Fund for
Higher Education**

**TOPIC: "Setting an Agenda for Improving the Educational
Status of Blacks"**

Remarks

Announcements Dr. Clinita A. Ford

LUNCH

11:30AM - 1:00PM

CONCURRENT SESSIONS III
Thursday, November 17, 1988
1:00PM - 3:30PM

GRAND BALLROOM

- 079 A Research-Based Retention Model for the "Under-prepared" Undergraduate Student at Temple University
- 080 The Impact of Skills Assessment and Course Placement in a Research-Based Retention Model for "Underprepared" Students
- 142 Students' Perceptions of Mentor Relationships at Florida A and M University, A Historically Black Institution
- 100 Increasing the Retention of Black Students Through Mentors, Role Models, Peer Assistants and Tutorial Services at Prince George's Community College

GOLD BALLROOM

- 154 Enhancing the Minority Freshman Year Experience
- 087 Academically Focused Student Organizations: Their Value in Black Student Retention

IVY SUITE

- 055 Encouraging Minority Students to Pursue Graduate Study in Engineering: The GEM Difference
- 076 The Retention of Minority Students: Science and Engineering Fields
- 108 Minority Crisis in Higher Education
- 117 An Integrated Five Component Theoretical Model To Increase Black Student Retention in Higher Education

EAST ROOM

- 083 Podiatric Awareness and the Need for Black Podiatric Physicians
- 137 Project 90: Innovations to Facilitated-Entry and Retention Programming in a Medical School Setting
- 158 The National Medical Fellowships, Inc. Program

- 128 Data Gathering Model for Faculty in Addressing Student Retention

WEST ROOM

- 155 Black by Popular Demand (Video)
145 Videotape Approach to Racial Awareness Program
156 Minorities in the Classroom: Racism in Education (Video)
118 A Comprehensive and Systematic Three-Level Model of High Risk and Minority Student Retention

GEORGIAN BALLROOM

- 086 Racism, Retention, and Education

PENNTOP NORTH

- 075 Multicultural Dialogue with Dr. Len Jeffries
053 An Inclusive Approach to Multicultural Integration at a Private College
078 Young Men Emerging: A Strategy for Retention

PENNTOP SOUTH

- 057 Project BEST (Black Educational Specialist Training)
059 Minority Student Course Selection Patterns in Urban High Schools
073 A Model for Recruitment, Retention and Intervention of Black Doctoral Students at Predominantly White Colleges of Education

BREAK
3:30PM - 3:45PM

GENERAL SESSION V

Thursday - November 17, 1988

3:45PM-5:00PM

Grand Ballroom

**Presiding - Dr. David Wilson, Assistant Provost
Rutgers University - Camden**

Call to Order

Introduction of Speaker

**Speaker Dr. Anne Pruitt, Director
Center for Teaching Excellence
Professor, Educational Policy
and Leadership
The Ohio State University**

TOPIC: "Improving Minority Graduate Student Retention"

Remarks

Announcements Dr. Clinita A. Ford

**Note: Proceed immediately to the West Room for the
Autograph Session**

**SPECIAL SESSION III
Author's Autograph Session
Thursday, November 17, 1988**

**Dr. Anne Pruitt
In Pursuit of Equality in Higher Education**

**West Room
5:00PM**

EVENING ON YOUR OWN

CONCURRENT SESSIONS IV
Friday, November 18, 1988
8:15AM - 10:45AM

SKYTOP ROOM

- 112 The Role of Academic Support Programs in the Retention of Afro-American Students
- 113 High Risk Minority Student Retention Model
- 163 Sensitization to Blackness: Do all Blacks Look Alike?

GOLD BALLROOM

- 144 The Educational Status of Minorities in Florida Public Schools: A Need for Retention
- 066 A Computer Based Counseling Model for the Recruitment, Placement and Retention of Students
- 119 Black Student Retention and Recruitment from a Counseling Perspective: What Works and What Doesn't
- 099 GARBS - Greeks Assisting in the Retention of Black Students

IVY SUITE

- 098 Improvement of Business Student Retention Through Segmentation at Historically Black Colleges
- 143 Minority Business Education Center
- 056 Mastering the College Experience
- 123 Achieving Excellence Among Black Student Athletes Through Student-to-Institution Compatibility Measures

EAST ROOM

- 138 The Impact of Educational Reforms on Access and Persistence of Minority Students in Postsecondary Education in Florida
- 058 A Decade of Progress: An Examination of One State's Efforts to Achieve Social Justice
- 115 THE LUBIN HOUSE EXPERIENCE: An Approach for the Recruitment and Retention of Urban Minority Students

WEST ROOM

- 101 The Recruitment and Retention of Minority Students on a Small Regional Campus: Involving Home, Church and Community
- 064 Retention at Black Colleges, 1980-1984: Using Alumni as "Significant Others"
- 072 Innovative Tuition Payment Plans: Changing the Psychology of Paying for College
- 122 New Student Orientation: A Strategy for Retaining Students at a Historically Black University

GEORGIAN BALLROOM

- 104 Minority Students Surviving at an Urban, Commuter Institution
- 095 Internal Motivation--The Key to Minority Student Retention

PENNTOP NORTH

- 149 The Relationship of BROWN to Black Student Retention Problems
- 150 The BEST System: Mitigating Academic Attrition and Cultural Repression
- 110 Collaborative Approach to Minority Teacher Recruitment and Training
- 093 Factors that Freshmen Students Consider Prior to Enrolling in College/University: A Case Study

PENNTOP SOUTH

- 141 Is the Computer a Synesthetic Medium?
- 089 Special Programs: A Model for Recruiting and Retaining African-American Students
- 067 Improving the Performance of Students on Standardized and Teacher Made Tests: The GS Model

**CHECK OUT OF HOTEL
10:45AM - 11:15AM**

CONCURRENT SESSION V
Friday, November 18, 1988
11:15AM - 12:45PM

SKYTOP ROOM

- 103 A Multi-Disciplinary Approach to Black Student Retention in a State Osteopathic Medical School Environment

GOLD BALLROOM

- 121 The Role of the Family in Black Student Retention
- 054 Black Student Recruitment, Enrollment, and Retention in a Predominantly White Community College Setting

IVY SUITE

- 111 Black Male Enhancement Project: A Model for Retention of Black Males in a Community College
- 102 Higher Education: Where are the Black Males?

EAST ROOM

- 061 An Analysis and Synthesis of Black Students in Higher Education Conference, National Conference 1987: Implications for Adaptation in Music Units
- 081 Effective Teaching Techniques and Strategies for the Minority Non-traditional College Student Population

WEST ROOM

- 139 The Implications of selected Higher Education Reform measures on the Recruitment and Retention of Black students

GEORGIAN BALLROOM

- 157 Student Leadership in Student Retention
- 162 Towards an Archeology of Retention

PENNTOP NORTH

- 069 In the Aftermath of Integration: Student Failure?

PENNTOP SOUTH

- 088 The Black Student and College Retention: Impact on Labor Market Supply and Individual Career Development
- 094 The Cultural Center on Predominantly White Campuses: Administrators' Evaluations and Suggestions

BREAK
12:45PM - 1:00PM

5TH
**NATIONAL
CONFERENCE**



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Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Cilnita A. Ford, Retention Conference Director

GENERAL SESSION VI

Friday - November 18, 1988

1:00PM-3:30PM

Grand Ballroom

**Presiding - Mrs. Joyce Conoly-Simmons, Lecturer
City College of the City University
of New York**

Call to Order

**Invocation..... Dr. Robert Clayton
Managing Editor
Ebonics Publishers Int'l**

Luncheon

Introduction of Speaker

**Speaker Regent Adelaide Sanford
Member-At-Large
Board of Regents of the
University of the State of
New York**

**TOPIC: "Black Student Failure is a Design in the Educational
System"**

Remarks

**Conference Summary Dr. Delores Stamps, Director
Institutional Research
Tougaloo College**

Super Prize Award

Acknowledgements/Announcements.. Dr. Clinita A. Ford

Closing Prayer Dr. Robert Clayton

HAVE A SAFE TRIP HOME

**Fifth National Conference: November 7-10, 1989
Sheraton Bal Harbour Hotel
Miami Beach, Florida**

ANNOUNCING
Black Student Retention in Higher Education

Edited by

Marvel Lang, Michigan State University
Clinita A. Ford, Florida A and M University

The declining numbers of Blacks in graduate and professional schools, and the rising attrition rates of Blacks in colleges and universities during recent years have caused considerable debate, research, and programmatic developments to respond to these problems. Black Student Retention in Higher Education is a collection of readings that report research findings on the conceptual and theoretical issues related to these problems. It also reports on innovative programs and strategies being successfully implemented at predominantly black and white institutions. The contributors to this volume represent many years of solid experience in the administration and development of student counseling and retention programs. Their contributions were highly selected from among many presentations made at the 1985 and 1986 National Conferences on Black Student Retention, sponsored by Florida A and M University. The volume is an excellent reference for college and university administrators dealing with retention program development, and for other scholars involved in research related to student retention, attrition and the issues of minorities in higher education.

BLACK STUDENT RETENTION IN HIGHER EDUCATION

Edited by

MARVEL LANG

and

CLINITA A. FORD

**PUBLISHED 1988
128 pages
(7 x 10)
7 illustrations
8 tables
\$27.95
ISBN 0-398-05477-0**

There is a large disparity in the numbers and proportions of Blacks who enroll in college and those who graduate and an even greater difference in those who then go on to enroll in graduate and professional schools. This collection of readings focuses on the serious problems in the recruitment, enrollment, and retention of Blacks in higher education in America. The contributors discuss a wide range of ideas, issues and strategies related to students' coping abilities, to teaching strategies which aid student retention, and to summaries of campus-wide advising, counseling and the programs to help minority students stay in school. Specific chapters address such topics as: retention of disadvantaged students, the Black collegian advisement program at Kennesaw College, using paraprofessionals as a retention resource, an explanatory model of grade performance and attrition, and many others.

CHARLES C THOMAS • PUBLISHER

Springfield • Illinois • U.S.A.

BLACK STUDENT RETENTION IN HIGHER EDUCATION

Contents

Preface

1. The Black Student Retention Problem in Higher Education: Some Introductory Perspectives
2. Early Acceptance and Institutional Linkages in a Model Program of Recruitment, Retention, and Timely Graduation from Medical School
3. Retention of Disadvantaged Students (RODS): A Pathway to Professionalism
4. The Black Collegian Advisement Program at Kennesaw College: A Comprehensive Black Student Retention Model
5. Recruiting and Retaining Black Students: A Plan that Works
6. Counseling, Advising and Mentoring as Retention Strategies for Black Students in Higher Education
7. Using Paraprofessionals as a Retention Resource
8. Group Work as a Teaching Strategy in Black Student Retention in Higher Education
9. Coping Ability as a Predictor of Academic Achievement Among Selected Black College Students: A Case Study
10. An Explanatory Model of Grade Performance and Attrition in Intermediate Accounting I

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----- CUT ALONG THIS LINE AND MAIL COUPON TODAY -----

Charles C Thomas • Publisher **2600 South First Street,** **Springfield, IL 62794-9265**

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5TH

NATIONAL
CONFERENCE



"BLACK STUDENT RETENTION IN HIGHER EDUCATION"



Sheraton Bal Harbour Hotel
Miami Beach, Florida
November 7-10, 1989

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

**CALL FOR PAPERS - GUIDELINES
5th National Conference**

Submission Deadline: May 1, 1989 (postmark)

Send to: Dr. Clinita A. Ford
Retention Conference Director
P. O. Box 10121
Tallahassee, Florida 32302

Topic: Any topic related to "Minority Student Retention in Higher Education"

Priority Attention: Experience with assessment procedures, standardized tests or performance standards utilized with minority students with suggestions for improving retention.

Presentation Type: Research report, position paper, exemplary project, model program, demonstration or panel presentation (3-5 members). Student presentations are encouraged.

Abstracts: Submit 3-5 pages double spaced and a one page Executive Summary double spaced. Abstracts should be substantive. Based on the abstracts invitations will be extended to author chapters in the next conference book.

Presentation Time: 20-30 minutes (individual and co-presentors) 45-60 minutes (panels). The specific date, time and room location will be assigned prior to the conference, but not before October 1989.

Presenters: Full registration is required and you must be available for assignment on any days(s) of the conference. Special requests for days and times cannot be honored.

Selection Procedure: Papers will be reviewed and rated by a panel of educators.

Notification: Authors will be notified in writing as to selection or rejection. Rating information will not be available to authors. Notices will be mailed in August 1989.

Audio Visuals: The conference will provide overhead and slide projectors, flip charts and cassette tape players. Transparencies must be prepared with distinct and appropriate size lettering for easy reading by all when projected in a large meeting room. Video equipment is a personal expense.

Questions: Call us toll free, 1-800-USA-GRAD

CONFERENCE-AT-A-GLANCE

CONCURRENT SESSIONS

November 15-18, 1988

	Date/Time	Seq.	Grand Ballroom	Gold Ballroom	Ivy Suite	East Room	West Room	Georgian Ballroom	Penntop North	Penntop South
CC-I	Tuesday November 15 3:15 P.M. - 5:45 P.M.	A	127	092	050	114	131	086	130	105
		B	140	091	050	097	132	086	062	146
		C	147	060	161	068	133 134	086	136	109
		D	148	070	051	126	151 153	086	090	084
		E	DISCUSSION							
CC-II	Thursday November 17 8:45 A.M. - 9:45 A.M.	A	155	077	160	124	152	159	135	120
		B	DISCUSSION							
CC-III	Thursday November 17 1:00 P.M. - 3:30 P.M.	A	079	154	055	083	145	086	075	057
		B	080	154	076	137	156 118	086	075	057 059
		C	142	087	108	158	118	086	053	059
		D	100	087	117	128	118	086	078	073
		E	DISCUSSION							
CC-IV	Friday November 18 8:15 A.M. - 10:45 A.M.	A	112*	144	098	138	101	104	149	141
		B	113*	066	143	058	064	095	150	089
		C	163*	119	056	115	072	095	110	089 067
		D	163*	099	123	115	122	095	093	067
		E	DISCUSSION							
CC-V	Friday November 18 11:15 A.M. - 2:45 P.M.	A	103*	121	111	061	139	157	069	088
		B	103*	054	102	081	139	162	069	094
		C	DISCUSSION							

*Skytop Room

LEGEND: A-E sequential order of presentations
Number corresponds to Abstract Code Identification

CONFERENCE-AT-A-GLANCE

ACTIVITIES SCHEDULE

November 14, 1988 - November 18, 1988

DAYS		Rotunda	Albany Room	Int'l. Room	Town Room	Village Room	Grand Ballroom	Gold Ballroom	Ivy Suite	East Room	West Room	Georgian	Penntop North	Penntop South	Skytop Room	NOTES
MON. NOV. 14, 1988	1:00 P.M. - 9:00 P.M.							REG								Registration
	3:00 P.M. - 5:00 P.M.		PCS													WWNFF Fellows
	3:00 P.M. - 5:00 P.M.					PCS										Student Meeting
	3:00 P.M. - 5:00 P.M.				PCS											Book Authors
TUES. NOV. 15, 1988	8:00 A.M. - 5:00 P.M.	EXH														Exhibits
	8:00 A.M. - 4:00 P.M.	REG														Registration
	8:00 A.M. - 11:00 A.M.			SP												WWNFF Fellows
	9:00 A.M. - 11:00 A.M.						RTT									Retention Table Topics
	11:00 A.M. - 1:00 P.M.						GEN I									Lunch
	1:00 P.M. - 3:00 P.M.															Dr. Samuel Proctor
	3:00 P.M. - 5:00 P.M.			SP												WWNFF Fellows
	3:00 P.M. - 3:15 P.M.															Break
	3:15 P.M. - 5:45 P.M.															Presentation of Papers
	3:15 P.M. - 5:45 P.M.											SLS				Dr. A. Lee Johnson
	5:45 P.M. -															Dinner
	8:30 P.M. - 11:30 P.M.															Reception/Book Party
																Exhibits
																Registration
WED. NOV. 16, 1988	8:00 A.M. - 5:00 P.M.	EXH														Dr. Reginald Wilson
	8:00 A.M. - 4:00 P.M.	REG					GEN II									Break
	8:30 A.M. - 10:15 A.M.															Video Box Lunch "Racism On Campus"
	10:15 A.M. - 10:30 A.M.						GEN III									Break
	10:30 A.M. - 1:00 P.M.															Panels "Racism"
	1:00 P.M. - 1:15 P.M.						SP					SP				Break
	1:15 P.M. - 2:45 P.M.															Panels "Racism"
	2:45 P.M. - 3:00 P.M.						SP					SP				Dinner
	3:00 P.M. - 4:30 P.M.															Casino Trip
	4:30 P.M. -															Exhibits
	5:30 P.M. -															Registration
THURS. NOV. 17, 1988	8:00 A.M. - 5:00 P.M.	EXH														Presentation of Papers
	8:00 A.M. - 4:00 P.M.	REG														Break
	8:45 A.M. - 9:45 A.M.															Dr. Israel Tribble
	9:45 A.M. - 10:00 A.M.						GEN IV									Lunch
	10:00 A.M. - 11:30 A.M.															Presentation of Papers
	11:30 A.M. - 1:00 P.M.															Dr. A. Lee Johnson
	1:00 P.M. - 3:30 P.M.											SLS				Break
	1:00 P.M. - 3:30 P.M.															Dr. Anne Pruitt
	3:30 P.M. - 3:45 P.M.						GEN V									Autograph Session
	3:45 P.M. - 5:00 P.M.										SP					Exhibits
	5:00 P.M. - 6:00 P.M.															Registration
FRI. NOV. 18, 1988	8:00 A.M. - 4:00 P.M.	EXH														Presentation of Papers
	8:00 A.M. - 10:00 A.M.	REG														Check Out Of Hotel
	8:15 A.M. - 10:45 A.M.															Presentation of Papers
	10:45 A.M. - 11:15 A.M.															Break
	11:15 A.M. - 12:45 P.M.															Regent Adelaide Sanford "Closing Luncheon"
	12:45 P.M. - 1:00 P.M.															
	1:00 P.M. - 3:30 P.M.						GEN VI									

LEGEND: REG - Registration
PCS - Pre-Conference Session
SP - Special Session
RTT - Retention Table Topics

GEN - General Session
SLS - Strategic Learning Systems Seminar
EXH - Exhibits

**The Budget as an Instrument of Public Policy:
New Jersey's Statewide Minority Enrollment Initiatives. An
Update**

**James C. Wallace, Assistant Chancellor for Fiscal
Affairs, Department of Higher
Education, NJ**

#050

The New Jersey Board of Higher Education first endorsed a set of recommendations to address declining minority enrollment in December 1984. The continuing interest and concern of the New Jersey Board of Higher Education peaked with the release of the Fall 1985 enrollment data, which reflected further, serious decreases in minority enrollment, including the decrease among Hispanics after years of steady gains. On March 21, 1986, the New Jersey Board of Higher Education adopted six resolutions to implement a new set of policy initiatives to stem further declines in minority enrollment.

**A Cohort Analysis of Persistence and Non-Persistence Among
Black Students at a Historically Black Private College**

**Tracy L. Robinson, Director of Research, Massachusetts
Institute of Technology, MA**

#051

Retention has become a major point of focus in higher education. Numerous studies identify student and institutional variables that are related to retention and attrition on college campuses, yet there is a paucity of specific information on factors associated with retention among Black students at predominantly Black colleges. Although the majority of Black undergraduates are enrolled in predominantly White four-year institutions, four-year Black colleges grant a disproportionate share of baccalaureate degrees to Black students. Furthermore, historically Black colleges have provided the nation with the majority of established Black professionals.

This presentation will review a comparative analysis of persistence and non-persistence among 386 Black freshmen. In 1981, these students entered Johnson C. Smith University, a small, predominantly Black, liberal arts independent institution in Charlotte, North Carolina. The major research questions are: 1) After four years, which students graduated from the University?, 2) How do they compare and contrast to non-graduates?, 3) How do non-graduates compare and contrast to one another?

**An Inclusive Approach to Multicultural Integration at a
Private College**

**Eric Williams, Director of Minority Concerns, Calvin
College, MI**

#053

#053 cont'd

The need for Calvin College to become a genuinely multicultural academic community has been recognized by the Board of Trustees, the administration and the faculty of the college. The comprehensive plan as presented plots out a course that will make Calvin College the multicultural community that is here envisioned.

Four critical areas in need of focused attention are identified in the plan: (1) Faculty and Staff - the recruitment and retention of ethnic minority persons and the development of a multicultural community; (2) Student Life - the recruitment and retention of ethnic minority students and the development of a multicultural student community; (3) The Broader Community; and (4) Curriculum. In each of these areas, an account of what the college has done in the past in given, goals for the college are set, and strategies for goal achievement are recommended.

Four themes underlie all the goals and the strategies contained in this plan. First, academic excellence at Calvin will be maintained, and more likely improved, for a multicultural educational community is better than a homogeneous one. Second, change at Calvin is mandatory, something we must do soon and with great resolve. Third, the change must be comprehensive, reaching into all facets of Calvin's institutional life. Fourth, to ensure success, the plan is careful to assign, where appropriate, authority and responsibility to specific individuals, divisions, departments or committees.

Black Student Recruitment, Enrollment, and Retention in a Predominantly White Community College Setting

Isora P. Harrison, Coordinator, Student Information Services, John C. Calhoun State Community College, AL

#054

Black students comprised approximately 14 percent of the student enrollment at Calhoun Community College during the mid-seventies. An increase in minority student enrollment was anticipated. More recent data, however, indicated a steady decline in the number of enrolled Black students. Little institutional research had been completed at Calhoun that pertained specifically to Black students. No special efforts had been made to enhance the recruitment or retention of Black students.

#054 cont'd

A study was, therefore, undertaken to demonstrate the need for specialized recruiting activities at Calhoun for Black students. Efforts were made to understand why Black students drop out of the institution. Faculty, staff and students were mobilized in an effort to reduce or minimize Black student attrition.

The presentation is designed to share the results of an in-depth investigation of the enrollment pattern of Black students at Calhoun Community College in Decatur, Alabama over a six year period, and the efforts by the institution to develop a multifaceted program to improve Black student recruitment and retention. The presentation addresses trends and issues, research, recruitment and student support services.

Encouraging Minority Students to Pursue Graduate Study in Engineering: The Gem Difference

Howard G. Adams, Executive Director, National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM), IN

#055

This workshop will show the GEM Program as a model for producing advanced degrees among underrepresented minority students.

GEM, in existence since 1976, is a non-profit master's level fellowship program jointly sponsored by 55 major universities and 59 industrial/governmental research laboratories. During our history we have produced over 600 M.S. and 16 Ph.D. graduates.

The workshop will address the following areas:

- 1) The status of graduate education for under represented minorities.
- 2) Identification and recruitment strategies for minority graduate programs.
- 3) Counseling minority students to graduate school.
- 4) Areas that need addressing to meet the needs of underrepresented minority students in graduate school.

Mastering the College Experience

Eunice Royster, Director

Terrance L. Brown, Associate Director,
Comprehensive Studies Program,
The University of Michigan, MI

#056

#056 cont'd

The presentation is designed to provide conference participants with concrete, creative methods for teaching students "power processes", i.e., self-actualization through academic achievement.

The presenters will use, discuss and demonstrate several course and course-related modules which have been successful in teaching minority students "power processes" to facilitate and increase the likelihood of academic success.

Project Best (Black Educational Specialist Training)

Anthony F. Rotatori, Dean, Graduate School of Education
and Allied Professions, Fairfield
University, CT

Georgia Day, Project Coordinator, Project BEST
Fairfield University, CT

Edward Taylor, Student, Fairfield University, CT

Gia Wigfall, Student, Fairfield University, CT

#057

Black college enrollment is dropping while other minorities are increasing their presence on United States' campuses. This decline in Black enrollment in higher education is spilling over to special education and creating another problem. That is, Black representation in special education training programs across the nation is significantly below that of representations of Black students in the special education population at large.

Fairfield University has been awarded a grant from the U.S. Department of Education, for a Black Educational Specialist Training Program (BEST) to recruit and prepare prospective Black teachers to meet the demands posed by Black handicapped students and their parents' who have culturally diverse backgrounds. Specifically, this presentation will discuss the training of Black students at the Master's and Certificate of Advanced Graduate Study degree levels, over a three year period, to meet the demands for qualified and certified Black teachers of Black handicapped student populations.

Project BEST has seven integrated components some of which include: 1) a mentorship program for all Black students enrolled in the program; 2) an advisory panel of minorities selected by Black College Development Corporation (BCDC); and 3) the creation of a job exchange designed to seek and find positions for graduates of the program.

A Decade of Progress: An Examination of One State's Efforts to Achieve Social Justice

Carol Olson, Director, Student Academic Services,
Graduate College, Oklahoma State
University, OK

Joe Hagy, Coordinator, State Plan for Civil Rights,
Oklahoma State Regents for Higher
Education, OK

#058

In 1970 the NAACP Legal Defense Fund brought suit (Adams v. Richardson), and sought to compel the Department of HEW to enforce Title VI of the 1964 Civil Rights Act against systems of public higher education whose enrollment patterns reflected vestiges of segregation.

The Court of Appeals directed HEW to undertake a statewide approach to this inequity. Thus, state systems, including Oklahoma, were mandated to develop comprehensive and coordinated statewide desegregation plans embodying those specific affirmative, remedial steps which would prove effective in achieving significant progress toward the destruction of the dual system of education.

Such was the origin of a comprehensive social justice plan in Oklahoma designed to increase the minority student, staff and faculty representation within the state system. This presentation describes that plan, including programmatic efforts by the individual institutions and those of the State Regents for Higher Education. It assesses the success and/or failure of the decade-long effort using trend and descriptive data in the analysis. Specific attention will be paid to describing the efforts to enhance the representation of graduate and professional students within the state system. Last, the researchers highlight the future goal of the State Regents, "beyond affirmative action". This section analyzes why some programs were successful and others were not and previews the future programmatic goals for the State of Oklahoma.

Minority Student Course Selection Patterns In Urban High Schools

Alberta H. Herron, Center of Excellence: Basic
Skills, Tennessee State
University, TN

Carolyn S. Moore, Center of Excellence, Basic Skills,
Tennessee State University, TN

#059

#059 cont'd

The results from several recent studies emphasize the fact that minorities, especially Blacks, are losing ground at most levels in higher education. A major policy decision by many public universities may exacerbate the declining minority enrollment rate at these institutions. A reaction to the recent educational reform movement, has been an increase in university entrance requirements. The unintended result of this policy, linked with population trends, may be a further decline of minority access to higher education if minority students choose not to take these required courses.

This session will report the results of a study which investigated the relationship between student course enrollment patterns and certain demographic variables, such as race and sex. The research sought to determine the percentage of minority students enrolled in the courses required to matriculate into Tennessee's public universities. This session will report the comparisons made between the enrollment patterns of minority students in four urban high schools, and current public university entrance requirements within the State. Early results suggest minority enrollment in the required courses is low.

The Student Potential Program at Rhode Island College

Patricia Soellner-Younce, Assistant to the Provost and
Director, Student Potential
Program, Rhode Island
College, RI

#060

The purpose of the Student Potential Program at Rhode Island College is to assess students to determine their potential for success in college and in certain careers. Each student is given a McBer Behavioral Event Interview on an individual basis by an assessment counselor who is trained in specific interviewing skills. After the interview the student's responses are coded by the counselor for the presence of eleven non-cognitive capabilities. The student returns and is given feedback and advice about their strengths according to which capabilities are present.

The benefits derived from this process clearly affect student growth and development during their academic career. Our purpose at Rhode Island College, particularly with our success and national recognition with value added assessment, has been to understand the development of our students so that we can better advise them to reach their long and short term college goals.

The Behavioral Event Interview will give us significant student information that cannot be achieved through any paper and pencil tests. It is a highly reliable instrument

#060 cont'd

that measures the capabilities that are proven to be indicative of college success.

Rhode Island College students benefit from the BEI because, as a general rule, they tend to respond well to alternative ways of testing. The interview situation would give our students a chance to express their capabilities and their potential for further growth in an informal, less intimidating way.

An Analysis and Synthesis of Black Student Retention in Higher Education, National Conference, 1987: Implications for Adaptation in Music Units

Lorraine P. Wilson, Doctoral Fellow, Ball State University, IN

#061

An analysis and synthesis of minority recruiting and retention concerns, initiatives, patterns, and strategies gleaned from the third national conference revealed a distillation of "what works" in retaining Black students. In this presentation the recruiting strategies identified include: (1) outreach/precollegiate programs, (2) special summer projects that offer academic skills assessment, (3) establishment of faculty minority role models, (4) financial aid priorities, (5) descriptive media releases, and (6) improved communication processes and planning through collaborative linkages with university and public school personnel, students, parents, community organizations and religious leaders. Additionally, successful retention practices and policies findings will focus upon: (1) tutoring programs, (2) faculty role-modeling, (3) orientation programs, (4) early warning systems, (5) counseling programs, (6) adequate financial aid, (7) institutional factors (dormitories, instruction, academic libraries, social environment), (8) programs that increase student involvement, and (9) mentorships.

Blacks on Campus

Richmond A. Johnson, Student, Evergreen State College, WA

#062

This presentation is a personal view of the problems and challenges facing Black students on college campuses. The presenter will discuss his views regarding the roles and responsibilities higher education officials and Black students must play in an effort to ensure their matriculation.

Retention at Black Colleges, 1980-1984: Using Alumni as "Significant Others"

Robert Clayton, Managing Editor, EBONICS Publishers International, VA

#064

Taking the initial data gathered while employed with the American College Testing Program on what works in student retention at historically Black colleges, and bringing this to bear on a recruitment and retention project funded by the Charles Stewart Mott Foundation on recruiting students from northern cities, the author has compiled the results into an interesting presentation which proposes that alumni can be "Significant Others" in retaining students at historically Black colleges.

The presentation will trace the developments of the freshmen class of 1980. It will report the results of the WWISR study which identified several campus based factors as potential attrition agents on Black campuses, and identify the varied strategies utilized to establish a "significant relationship" with the students to enable them to matriculate.

The presenter will conclude with several "tid bits" from his many on-campus workshops on Black student retention, and recommend books and videos that can be helpful in enhancing Black student retention at both Black and non-Black colleges

A Computer Based Counseling Model for the Recruitment, Placement and Retention of Students

Norma S. Barrett, Director of Counseling, Pitt Community College, NC

#066

This presentation describes a computer based counseling model for the recruitment, placement and retention of students at Pitt Community College (PCC) in Greenville, NC. The college is a member of the North Carolina Community College System, third largest in the nation. Pitt Community College is a comprehensive community college serving Pitt and Green County by offering a total of forty-five programs. This will include offerings in the vocational, technical, college transfer, and certificate programs. The college serves three thousand students quarterly, of which, 25% is minority.

Since the founding of PCC in 1961, recruitment, retention and placement activities had not been validated until the establishment of computer based counseling model. The purpose of the model is:

#066 cont'd

- to evaluate the recruitment process
- to validate the placement testing program
- to develop a retention model.

All parts of this model were developed by the Director of Counseling at PCC. The Recruitment and Placement parts were initiated in August of 1987. The retention phase of the model was developed in 1984.

Improving the Performance of Students On Standardized and Teacher Made Tests: The GS Model

Helen Brantley, South Carolina State College, SC

Donald Small, South Carolina State College, SC

#067

It is crucial to the success and the retention of students if immediate steps are taken to assist them to improve their test performance during the first semester of college. Many students find it very difficult to develop a balance between the content and test taking skills, and do not possess the correct attitude to perform successfully on various test taking activities. Semester after semester most students are unhappy and feel trapped by their test taking anxiety.

At South Carolina State College, a college assessment has delineated why students do poorly on tests and what can be done to improve their scores and their test-taking techniques. The GS Test-Taking Model presents practical approaches to enhance the performance and retention of students.

The purpose of the GS Model is to produce a coordinated minimum curriculum standard among different subject areas. The model is designed to assist in developing test-taking skills to use in a variety of applicable subject areas and to promote those factors influencing scholastic success and positive academic attitudes.

The presentors will discuss the development, implementation and results of the model, as well as student response.

Promoting Student Success: An Involving Course Structure That Invites Students to Become Active Consumers of Their Learning

Shirley Wileman, College Survival, Inc., SD

#068

Retention improves when students take responsibility for their education. Implementing a student success course is one of the most effective means of helping students learn to be responsible consumers of their education.

#068 cont'd

This presentation will describe a unique course model that has been used successfully in over 1000 colleges and universities. This structure provides a balance of experiences for the student and flexibility of the teacher. The course structure recommended consists of seven parts:

- | | |
|------------------------|---------------------------|
| . Lecture | . Quizzes and evaluations |
| . Exercises | . Preview and review |
| . Conversation/sharing | . Assignments |

The seven part course structure discussed in this presentation invites students to become active participants in their learning. This structure also challenges students of all learning styles. Most instructors teach from their own learning style. This structure, when followed, helps teachers try different methods of teaching.

In the Aftermath of Integration: Student Failure?

Vanneise A. Collins, Staff Associate, Special Programs,
State University of New York at
Buffalo, NY

Marcelle McVorrán, Assistant to the President, College
of the Mainland, TX

Sherryl D. Weems, Associate Director, Educational
Opportunity Center, SUNY of New York

#069

This presentation explores the reality of being a minority student on State University of New York (SUNY) campuses and investigates the question: In the aftermath of integration, what is the relationship between minority student status and student failure?

This presentation will examine selected sociological and political issues and their relationship to African-American student retention. The focus of the panel presentation will be on examining the experiences of African-American undergraduate students enrolled in four year SUNY institutions.

The socialization experience of African-American students and institutional messages that may impact the educational success of students is one perspective that will be discussed. The second perspective will explore the social and political response of African-American students to a "minority" status. The third perspective will examine the extent to which specific curricular policies affect the subordination of the African-American student and thus impact the retention of that student.

Implications for specific programmatic strategies will be presented as suggested by the findings of this investigation.

The Glassboro State College Retention Program for Minority Students

Donald L. Davis, Assistant to the President/Director
of Minority Student Affairs,
Glassboro State College, NJ

#070

The Glassboro State College Retention Program for minority students is a comprehensive academic and support service program. The goal of the program is the graduation of a greater number of our minority students.

This presentation will review the program that has been developed and implemented to improve the retention of minority students. The program consists of financial aid support, transitional support, basic skill support and mentoring provided to improve our rate of returning minority students. Since the implementation of our program, the rate of retention has improved.

Glassboro State College is a predominantly White institution located in the southern portion of New Jersey, approximately 30 miles from Atlantic City, 40 miles from Philadelphia, 170 miles from New York City, and 170 miles from Washington, DC. Current enrollment is approximately 6,000 full-time students. The racial percentages are approximately 10% Black - 600 students, 2% Hispanic - 120 students, and 88% White - 5280 students. We have approximately 400 full-time faculty with 25 Black professionals.

Innovative Tuition Payment Plans: Changing the Psychology of Paying for College

Tewelde B. Zerom, Coordinator, Planning, Grambling
State University, LA

#072

The financial aid crisis which plagues institutions of higher education has led to the stark realization that colleges and universities must reduce their over-dependence on federal and state resources. Inflation, recession, budget deficits, and Reagan policy have pulled funding away from higher education, highlighting the need to seek new sources of revenue. As students and their families are forced to take on greater responsibility for the cost of college, it is necessary that state governments and higher education institutions provide varied and flexible tuition payment plans.

Many states and universities have already begun to respond to this need and are developing some creative tuition financing strategies. In this presentation some of the innovative tuition plans which have come about as a result of the deterioration of student aid programs are discussed.

#072 cont'd

Included among these innovations are an array of prepayment plans, inventive loan programs, and the building of alliances with lending institutions and other support groups.

A Model for Recruitment, Retention and Intervention of Black Doctoral Students at Predominantly White Colleges of Education

Mary Ann Flowers, Visiting Faculty, College of Education, The University of Akron, OH

#073

This presentation will describe the variety of strategies developed to attract, retain and graduate Black doctoral students. This study utilized descriptive data gathered from Black doctoral graduates in colleges of education at Northeastern Ohio public universities. The two-part questionnaire was developed to collect data on the recruitment, retention, and intervention of Black graduate students in their respective colleges of education. More specifically, the research sought to do the following: 1) to identify personal attributes among Black doctoral students predictive of doctoral degree attainment and 2) to identify institutional support systems predictive of doctoral degree attainment.

The source for the data to conduct the study were Black doctoral graduates in colleges of education at Northeastern Ohio public universities. The R2+1 Model was developed to present a potential source for creating strategies for recruitment, retention, and intervention of Black doctoral students in colleges.

Multicultural Dialogue

Yvonne McCray, Senior Advisor, Kean College, NJ
Barbara Simpson, Library Director, Kean College, NJ
Catherine Dorsey-Gaines, Assoc. VP/Academic Affairs
Kean College, NJ
Jeffrey Carroll, Student, President Black Student
Union, Kean College, NJ

#075

The presentation will focus on the result of a \$5,000 grant awarded by the President of Kean College of New Jersey to the Senior Advisor of the Black Student Union, the President of the Black Student Union, the Chairperson of African History Month and the Director of the Library to develop a model to enhance the communication process between students and employees of Kean College of New Jersey.

#075 cont'd

The model addressed in this presentation emphasizes the necessity for campuswide responsibility as it relates to Black student retention in higher education. The literature, research, and model demonstrates the need to enhance the communication process between students and employees of academic institutions. The methods established to initiate an on-going evaluation process will also be discussed. The model shows, through implementation, how to accomplish the following objectives: (1) enhance communication between Afro-American students, students of diverse backgrounds, and administrators, faculty and staff; (2) break down communication barriers; (3) assist in defining roles and responsibility of students, faculty, administrators and staff; (4) assist in developing positive strategies and techniques in regard to multicultural issues; and (5) assist in developing positive strategies and techniques in utilizing the "collective good" of the Kean College Community.

The Retention of Minority Students: Science and Engineering Fields

Clarence G. Williams, Assistant to the President,
Massachusetts Institute of
Technology, MA

#076

Members of our nation's racial minorities are severely underrepresented in higher education--particularly in science and engineering fields. This presents a growing problem as computer technology becomes increasingly prevalent in all walks of life, and as our economy shifts from manufacturing to service industries. Unfortunately, the new jobs require precisely those skills that racial minorities in this country are least likely to possess.

Programs need to be designed to increase interest in science and mathematics early in the educational training of Black students to better prepared them to complete a college educational, and to introduce them to role models who have pursued careers in high-technology fields. Special efforts by colleges and universities to increase minority retention should include special counseling programs, adequate financial aid resources, and a campus-wide commitment to involving minority students in all facets of college life.

The author's presentation will focus on his research on the issues and implications related to retention of undergraduate minority students in science and engineering fields at predominantly white colleges and universities.

#076 cont'd

Some of the specific issues addressed in this report include: (1) current representation and demographic trends, (2) academic performance, and (3) degree attainment.

CAI: A Strategy for Retention and Academic Success

JoAnn P. Blake, Associate Professor, Prairie View A&M University, TX

Mary Lott, Associate Professor, Prairie View A&M University, TX

Jennifer Goodman, Associate Professor, Prairie View A&M University, TX

#077

The retention of high risk students in professional programs require the institution of innovative strategies that will actualize student potential and facilitate achievement. The presentation focuses on a computer assisted instructional program developed as part of a federally funded grant that addresses the following concerns: (1) the learning styles of students; (2) characteristics of disadvantaged students; (3) need to provide self-paced, individualized learning; and (4) flexibility in the learning environment.

Presenters will describe the methodology used to develop and implement a computer assisted instruction program congruent with course and unit objectives in a baccalaureate nursing program. Computer assisted instructional programs are used to supplement and enhance learning activities for students in nursing courses with a high attrition rate.

Young Men Emerging: A Strategy for Retention

Victoria A. Henderson, Project Coordinator, Young Men Emerging, Student, Support Services, Valencia Community College, FL

Thomas Kornegay, Advisory Board Chairman, Young Men Emerging, Tekontrol, Inc., FL

#078

Young Men Emerging was organized to provide minority students an opportunity for personal growth and professional development through the establishment of a mentoring program with successful role models from the community. The program format stresses a positive self-image reinforced by effective communication skills and the exploration of career objectives.

"Young Men Emerging" was organized in September 1987, to address the needs of Black male students attending Valencia Community College. Our goal is to impact the lives of Black male students through an exchange of information regarding

#078 cont'd

basic survival skills that lead to responsible adulthood. We aim to: a) explore attitudes and behaviors which interfere with the ability to succeed; b) expose students to professionals who have become successful under adverse conditions; and c) to help the students realize their full potential and establish career goals.

The presenters will discuss the program concept, content and structure with specific attention to the responses of participating students and professionals.

A Research - Based Retention Model for the "Underprepared" Undergraduate Student at Temple University

Sarah Banks, Director, Special Recruitment and
Admissions Programs, Temple University, PA
Deborah White, Director, Temple University Harrisburg
Center, Temple University, PA

#079

The Special Recruitment and Admissions Program is a comprehensive academic and support service program at Temple University which focuses on the recruitment, admission, retention and graduation of the academically "underprepared" or "high-risk" student. Of the number of students enrolled through this program the majority are Black. The Program has in existence a retention model that is based on program research and evaluation. This innovative retention model which uses a holistic approach goes beyond traditional measures of working with underprepared students. It facilitates student transition from basic skills to college courses and to higher level cognitive processes. Further, it views the various components of the program as interrelated and interdependent parts which impact on each other and on the overall retention of students.

The results of the analyses conducted in various areas produced an approach to retention which focused on the multi-dimensional nature of the retention process, and determined a basis for redevelopment and implementation of a more unified and structured approach to the problem. This approach produced clearly defined outcomes and generated valid predictors of student academic success and subsequent retention. Since the model was implemented, the rate of retention has changed and exceeds the national rate for this population.

The Impact of Skills Assessment and Course Placement in a Research-Based Retention Model for "Underprepared" Students

Sarah Banks, Director, Special Recruitment and
Admissions Program, Temple University, PA
Deborah White, Director, Temple University Harrisburg
Center, Temple University, PA

#080

#080 cont'd

This presentation will discuss the results, implications and applications of a skills assessment and course placement process designed as part of a research-based retention model for academically "underprepared" students. The model, developed in 1985, uses a holistic approach to retention and is implemented as the Special Recruitment and Admissions Program at Temple University. Of the number of students enrolled through this program, the majority are Black. The skills assessment and course placement process is viewed as a continuous process and is addressed as one of the critical components in the retention of the "underprepared" student population.

The program operates much like a mini college in the university and engages in a myriad of comprehensive academic and support services and activities. The goal of the program is to assist students to overcome academic problems, to achieve and maintain college level performance in all courses and to successfully pursue a bachelor's degree. To this end, the program offers developmental courses in mathematics, English and English as a Second Language. It also offers an extensive tutorial program which provides assistance in developmental (not remedial) courses as well as in courses from the various academic disciplines. Therefore skills assessment and appropriate course placement underlies academic success in program courses as well as in identified University courses.

**Effective Teaching Techniques and Strategies for the
Minority Non-Traditional College Student Population**

Avis Hendrickson, John Jay College of Criminal Justice,
City University of New York, NY

#081

The non-traditional student is increasing in numbers in our higher education classes. This change in the student population suggests the necessity of an evaluation of the traditional teaching technique. Remedial and developmental education are traditional tools used to acculturate minority non-traditional students to academic environments.

In this presentation ideas on incorporating various teaching techniques and strategies geared to stimulate learning for minority non-traditional students will be introduced. Information on the evaluation of special assistance programs, developmental education, and remedial education efforts will be given.

Podiatric Awareness and the Need for Black Podiatric Physicians

Frank Jimenez, Director, Relations with Schools at the California College of Podiatric Medicine, CA

#083

This presentation will focus on:

- 1) the advantages of a career in podiatric medicine
- 2) the doctor of podiatric medicine
- 3) the scope of the profession preparing for a career in podiatric medicine
- 4) the severe shortage of minorities in podiatric medicine, especially Black Americans

What's For Summer?

Alvin B. Fridie, Guidance Counselor, Toms River High School South, NJ

#084

This presentation will review a project developed to provide enrichment and educational opportunities for high school students during the summer following grades ten and eleven. The presenter will discuss:

- (1) the value of a pre-college program and how to help a student decide the college and/or program to attend
- (2) the opportunity for students to experience campus life
- (3) the opportunity to have students experience college level work

Racism, Retention, and Education

A. Lee Johnson, Founder/President, Strategic Learning Systems Institute, NY

#086

Dedicated Black students and educators are surrounded by the stress of racism, sexism and elitism. Recently, overtly hostile racial incidents have increased on college campuses and in the community.

Through the Strategic Learning Systems (SLS) Model, we examine and intervene in invalidating aspects of the educational process which the student is rejecting and which is rejecting the student. Dropout/burnout rates for African-American students/educators are directly proportional to the levels of stress generated by educational environments--traditionally Black or traditionally White--that do not intervene against racism, sexism and elitism in all forms. Two special workshop sessions will introduce the SLS Method to increase awareness of the historically-specific, socioeconomically-generated

#086 cont'd

matrix of unexamined, unaware belief systems which truncate the individual's power to intervene in circumstances of racism, sexism and elitism--the invalidating paradigm.

Participants will be familiarized with the SLS method and how to adapt it to solve retention problems in their educational institutions.

The SLS model will demonstrate:

1. Experiencing and reinterpreting the effects/impact of the Invalidating Paradigm, particularly in educational environments
2. Demonstrating a method for transforming the Invalidating Paradigm into the Affirmative Paradigm--affirmative intervention, maximization of self-esteem, freedom, justice, equality, and dignity
3. Demonstrating how the individual "colludes" with invalidating environments, e.g., "The Self-Esteem Conspiracy", in which the individual "conspires" with invalidation by believing that she/he or his/her group is unattractive, unintelligent and powerless based on unaware, self-limiting frames of reference
4. Demonstrating that the results of collusion and the Self-Esteem conspiracy in an invalidating educational environment are dropout and burnout
5. Demonstrating that transforming collusion and the Self-Esteem conspiracy into affirmative intervention results in high rates of retention in affirmative educational environments

Academically Focused Student Organizations: Their Value In Black Student Retention

Bobbie J. Perdue, Rutgers University, NJ

Aisha Wahhab, Rutgers University, NJ

Anacelis De Jesus, Student, Rutgers University, NJ

Jacqueline Green, Student, Rutgers University, NJ

Frances Teabout, Rutgers University, NJ

Michelle Williams, Student, Rutgers University, NJ

#087

Individual student personality and value variables influence student retention rates. Lenning (1982) and Brown (1983) suggest that self reliance, positive self-esteem, personality growth, and social support among students contribute to academic success. Student participation in organizations that socialize them to values that promote self-acceptance, foster faculty-student contact and develop student leadership skills correlate positively. Student-operated programs that directly involve Black students in the improvement of the quality of educational experiences can directly influence retention.

#087 cont'd

Black student participants will share information about the strategies employed at Rutgers, The State University of New Jersey, College of Nursing, that encouraged students to organize and participate in two clubs that addressed Black student survival and advancement. The students will describe how club initiatives assist in the development of academic competence, foster faculty-student contact, increase self-reliance and promote self-acceptance, and positively influence retention.

The Black Student and College Retention: Impact on Labor Market Supply and Individual Career Development

Walter Brown, Director of Career Counseling, UCLA, LA

#088

This presentation hopes to arm program developers with a major argument to persuade decision-makers of the importance of addressing the problem of Black student retention. The discussion will describe and examine the college matriculation and persistence-to-degree phenomena of Black students, and its influence on the availability of Blacks for career paths requiring a college education. There will be a review of juried as well as unpublished literature and information from a variety of research databases. This information is reported with commentary from the presenter.

Special Programs: A Model for Recruiting and Retaining African-American Students

Muriel A. Moore, Associate Vice Provost, State University of New York at Buffalo, NY

John Staley, Headmaster, Cora P. Maloney College, State University of New York at Buffalo, NY

#089

Special Programs is an administrative model that provides resources for the coordination of academic and student services needed to influence the recruitment and retention of Black students. The overarching aim is to encourage synergism between departments and offices that impact upon the retention of Black students. It can be stated with some certainty that the quality of services administered to Black students in the normal course of entering, attending and negotiating a University influences their ability to succeed. Assuming that the design and quality of services provided to Black students directly determines continued enrollment, eight student centered and six program centered functions have been identified as variables that successfully impact Black student retention. The model offers a systematic approach to recruiting and retaining Black students.

#089 cont'd

In addition to presenting an overview of the model, outcomes that demonstrate Black student success at the undergraduate and graduate level will be detailed. Statewide trends and comparisons will also be presented. Also, participants will be familiarized with a model that is successful and adaptable to other institutions and/or statewide programs.

Educational Talent Search: A Successful Program for Black Student Retention

Bernice O. Belcher, Director of Educational Talent Search, Miami-Dade Community College, FL

#090

The Talent Search Program at Miami-Dade Community College is concerned with those youths and young adults in Dade County who are potential or actual dropouts from the educational system. While most young people in our educational system may need some help at one point or another, this program is directed specifically to those of educational, social and economic deprivation whose need is acute and continuous.

The program focus is on providing opportunities for its client population to continue their educational pursuits. This effort involves assisting clients in gaining understanding, information and skills that are basic to maximizing and actualizing their potential in order to achieve their educational goals. The presenter will give an overview of the program objectives, operational components and student response.

Developing Educational Potential

Donald A. Manigault, President, New Horizons Educational Service, VA

#091

Developing Educational Potential is a dynamic and comprehensive program designed to maximize student retention and success. The purposes of the student retention program are: (1) to increase the retention rate for minority students new to the university; (2) to help students make the necessary commitment to become successful; (3) to help students develop comprehensive learning skills necessary to master higher levels of education; and (4) to reverse negative track records for minority students on academic probation.

The presenter will discuss in detail the general procedures, program objectives, methods, evaluation measures and the various ways to implement this program in higher education.

Project Personal Development: Successful Interaction with Others

Donald A. Manigault, President, New Horizons
Educational Service, VA

#092

Project Personal Development is a dynamic two day seminar designed to help individuals evaluate themselves, their success and the success of the student as a product of their mutual interaction. Participants will have the opportunity to examine those factors which contribute to their professional success and the success of their students.

The purpose of this workshop is: (1) to increase the retention rate for minority students at the university; (2) to help the staff assess the affect their interaction with students has on retention; (3) to examine the role self-concept plays in successful interactions with students; and (4) to examine methods for building student self-concept, thus enabling students to solve more of their own problems.

This presentation will include an overview of the design components of this two day seminar.

Factors that Freshman Students Consider Prior to Enrolling in College/University: A Case Study

Tewelde. Zerom, Coordinator of Rearch/Planning,
Grambling State University, LA

#093

Theoretical and empirical studies to date support the thesis that institutional persistence/withdrawal decisions during the freshman year are the result of complexed interactions of different influences. Other things being equal, the greater the students level of social and academic intergration, the more likely he or she is to continue at that particular institution.

In order for Grambling State University (GSU) to realize its mission and serve its clientele better (and thus attain its accreditation goal), and to address the issues of attrition and persistence/withdrawal decisions of the student body, among the variables to be examined would logically be the institutional commitment of the enrollees and factors that they considered prior to enrolling at the institution. Two major research questions guide the present study: a) How committed are the 1987-88 freshman students to GSU? b) What factors did the 1987-88 freshman students consider prior to enrolling at GSU?

The Cultural Center on Predominantly White Campuses: Administrators' Evaluations and Suggestions

Louise M. Tomlinson, University of Georgia, GA

#094

#094 cont'd

In view of the fact that some predominantly White campuses currently seeking to improve minority recruitment and retention have only recently begun to consider the possibility of establishing a cultural center as a means of addressing problems, a survey of administrators on predominantly White campuses has been conducted to gauge their assessments of the operation and impact of such centers or facilities.

The questionnaire was forwarded to a key administrator at each of fifteen selected institutions that operate a cultural center for the purpose stated above. The instrument included several fill-in, Likert scale, and open-ended items which address concerns such as: funding, major focus, administration hierarchy, use trends, location on campus, facilities included, staffing, and perceived impact on the campus climate. The questionnaire also addressed perceived strengths, weaknesses, successes, and failures as well as suggestions for implementation.

The report analyzes the significant patterns of response to the areas of concern identified above in terms of size of institution, control (public or private), percent of minority student population, regional location, and type of institution. Both qualitative and quantitative perspectives will be provided.

Internal Motivation--The Key to Minority Student Retention

Jean Jenkins, Counselor/Assistant Professor, Cuyahoga Community College, OH

Eunice Johnson, Counselor/Professor, Cuyahoga Community College, OH

Evelyn Love, Counselor/Assistant Professor, Cuyahoga Community College, OH

Stephanie Martin, Counselor/Assistant Professor, Cuyahoga Community College, OH

Robert Patterson, Counselor/Assistant Professor, Cuyahoga Community College, OH

#095

A sense of identity and feeling in control of one's life are the keys to the internal motivation so crucial to academic success. Members of the counseling staff at Cuyahoga Community College recognize the need that minority students have in this society to develop a positive self-identity. As a result of the recognition of this need, the counselors developed and designed the General Studies curriculum. The General Studies curriculum incorporates strategies for developing and enhancing knowledge of self, which reinforces a positive self-identity and promotes realistic decision-

#095 cont'd

making. Thus empowered, this confident, self-motivated, realistic person feels comfortable about the academic setting in particular, and is more likely to succeed in handling life's tasks.

Empowering College Students to Retain Themselves
Dwiggins Swift, Johnson C. Smith, NC

#097

In an effort to increase its resources for programs of student retention at Johnson C. Smith University, a private historically Black institution, the Counseling & Testing Center has tapped the leadership role of students. The program model used is one designed to empower students with problem-solving skills that expand the range of support services provided by the Center.

Since the fall semester 1986, students have been assigned the peer support role in two programs geared to enhance campus life and prevent attrition. The student service programs have included: (1) A "Satellite Outreach Program" sponsored by the Center in conjunction with the Athletic Department to assist the student athlete in personal/academic areas that facilitate graduation from JCSU and (2) A "Drug Awareness Outreach Station", located in one of the student residential halls, to provide ongoing information and referral services for advocacy against illicit drug use.

The presenter will give an overview of the programs components and discuss students responses to each.

**Improvement of Business Student Retention Through
Segmentation at Historically Black Colleges**
**Sundar Fleming, Dean School of Business, North
Carolina Central University, NC**

#098

The environments of historically Black colleges have experienced several notable changes during the last twenty years. A major evolution during this period was the desegregation of Americans majority institutions of higher education. This period of desegregation has substantially altered the operating circumstances for most historically Black colleges. A major outgrowth of desegregation is that historically Black colleges are now experiencing direct competition for talented Black students from traditionally majority institutions.

Historically Black colleges are now in need of students in general and quality academic students in particular. Student retention strategies become more and more important

#098 cont'd

as the demand for academically talented Black students increases. Student retention strategies are vitally necessary because HBC's are being forced to enroll more and more marginally academic students.

To help clarify business student retention, a survey was conducted of 200 junior and senior business students at North Carolina Central University. Of the total of 200 questionnaire submitted, over 125 were useable questionnaires (+63%). At present 61 questionnaires have been analyzed. The average age of these respondents is 22.7 years, and 89% of these respondents are Black.

The presenter will discuss the results of the questionnaires and how those results translate into identifying the academic programs and environment as desired by the targeted students.

GARBS - Greeks Assisting in the Retention of Black Students
Earl M. Washington, Western Michigan University, MI

#099

The retention of Black students, especially at predominantly White colleges has long been a concern. Even a cursory review of the literature reveals a plethora of data, empirical studies, and forecasts about the problem, its causes and possible consequences.

The causes many and varied, include the students' lack of academic preparation, the dearth of Black professors as role models, and the failure of first year Black students to adjust to the academic and social environment. Although much of the literature supports the importance of Black faculty and administrators as role models in student retention, the presence of Black Greeks may be just as important. (Black Greek members are often role models because they represent women and men who have survived the rigors of the first college years.) These women and men are living proof to the would-be dropout that adjustment is not only possible but necessary.

Greeks Assisting in the Retention of Black Students/ (GARBS), is an organization that combines the efforts of Black Greek organizations in ways that assist the university in its retention efforts. GARBS works in collaboration with the admissions office and orientation process to help ease the strain of adjustment for first year students.

This presentation describes GARBS, an innovative strategic approach that embellishes the established mentoring process by using Black Greek members as mentors and role models for first year students. The description includes the

#099 cont'd

selection of mentors, organizational strategies and peer counseling methods.

Increasing the Retention of Black Students Through Mentors, Role Models, Peer Assistants and Tutorial Services at Prince George's Community College.

David P. James, Project Director, Black Student Retention Program, Prince George's Community College, MD

#100

Prompted by minority retention concerns, and an increasing number of Black students entering Prince George's Community College for the first time, Prince George's Community College, Prince George's County Maryland, is stepping up efforts to keep its Black students from dropping out of college. The college's Office of Institutional Research and Analysis has been watching the retention rate for the past several years. After tracking the status of full-time students entering PGCC in the fall of 1982, the office found that 71.5 percent of the Black students had dropped out of the state's education system by the end of their third year. The comparable figure for Black freshmen in all Maryland community colleges was 73.4 percent. Only 46.6 percent of PGCC white students had dropped out during the same period.

On the other hand, the number of Black students entering PGCC for the first time continues to increase. In 1986, 39 percent or 4,902 of the college's 12,435 credit students were Black. By the fall of 1987, Black enrollments grew to 5,385 or 42 percent--a figure that mirrors the county's minority population.

Recognizing this critical issue, Prince George's Community College applied for and was awarded a grant from the Maryland State Board of Education for a Black Student Retention Program. The grant will provide support services and retention activities for 150 male and female, first-time, full-time Black students.

Among the major support and retention activities provided in the new grant are the following: peer tutorial services, an early warning system for students in academic difficulty, mentors, role models and peer assistants to promote the adaptation and integration of Black students into the college community, social and cultural activities promoting retention efforts and professional development activities to increase sensitivity and cross cultural awareness.

**The Recruitment and Retention of Minority Students on a
Small Regional Campus: Involving Home, Church, and Community**

**Robert M. Kahn, Associate Professor of Political
Science, The Ohio State University at
Mansfield, OH**

#101

By any objective standard, The Ohio State University at Mansfield - one of the university's four small regional campuses - has a problem: we possess characteristics which are rarely associated with successful efforts to recruit and retain minority students (i.e., a small, basically two-year commuter campus serving a rural area and a small Black population, with few internal resources and no Black faculty or administrative staff). Nevertheless, we have sought external support and made our program a success. Our success ultimately rests upon a concerted effort to involve the home, the church, and the Black community of Mansfield in our program to attract and serve minority students.

In the past, we drew community support by establishing a Minority Advisory Committee, working with the Interdenominational Ministerial Alliance, and building a continuing relationship with the Black Culture Clubs at our two Mansfield high schools. To compensate for the lack of Black role models on our campus, our new FIPSE-funded mentoring program pairs minority students with a team of two mentors: a faculty member expected to help students overcome their academic difficulties and a college-educated professional person recruited from the local Black community.

Church and family have also been enlisted in our efforts. For example, the coordinator of our mentoring program visited twenty local Black churches in order to speak about college life during the announcement portion of Sunday worship services, and visited minority students in their homes in order to acquaint them and their families with our new mentoring program.

**Higher Education: Where are the Black Males?
(Black Males Have Gone AWOL from Higher Education)**

**James C. Hogan, Jr., Public Health Program Evaluator
Department of Health Services, CT**

**Mary L. Brown, Professor of English, Prince George's
Community College, MD**

#102

Black males constitute approximately 47% of the Black population in America yet only a very small fraction of this group (8.3%) are pursuing higher education initiatives. Black women have taken advantage of higher educational opportunities in a much more consistent fashion. Consequently, the ratio of academically prepared Black males and females has become significantly imbalanced. The impact

#102 cont'd

of this imbalance is evident in several segments of society. Most especially impacted has been the status of the Black family. The absence of the Black males in the family is causing serious role modifications that must be assumed by females. Black males as heads of households have decreased to historically low numbers in the population. Even more alarming is that the absence of the Black male from higher education is not only reflected in his absence from the family but also his absence in the workplace.

There are several factors responsible for the interrelationships between such absences. The driving force for the non participatory attitudes and actions of Black males regarding educational advancements appear to be directly proportional to the inability to motivate them to explore, more aggressively, current opportunities in higher education. The results of a national study on the absence of Black males in higher education. The results of a national study on the absence of Black males in higher education and comparative similarities between reasons given for the absence of Black males in the family, and the workplace will be discussed, as a basis for projecting strategies that will motivate increased participation of Black males in higher education initiatives.

A Multi-Disiplinary Approach to Black Student Retention in a State Osteopathic Medical School Environment

Patricia Burnett, Director of Student Services, Ohio University, College of Osteopathic Medicine, OH

Vicki Richmond, Academic Enrichment Administrator, Ohio University, College of Osteopathic Medicine, OH

Sheila Williams, Clinical Counselor, Ohio University, College of Osteopathic Medicine, OH

Nancy Cooper, Reading/Learning Specialist, Ohio University, College of Osteopathic Medicine, OH

#103

From 1982 through 1984 OU-COM hosted the American Association of Colleges of Osteopathic Medicine (AACOM) Health Careers Opportunity Program (HCOP) funded Summer Studies Program. In 1984-1985 the College organized a small program of its own through College funding when the AACOM program moved to the Texas Osteopathic College. The curriculum from the larger Summer Studies program which served approximately 80 students was adapted to provide instruction for 10-20 students. The summer of 1988 will mark the fourth year the College has participated in awareness and recruitment activities through its own Summer Scholars program.

#103 cont'd

In the summer of 1987 the College received additional funding from the HCOP program to expand facilitation of entry and recruitment activities. In addition, it received a smaller grant from the Smith Kline FOCUS Program to develop a reading and learning skills diagnostic program to assist the medical students.

In order to develop and implement the facilitation of entry and retention programs, the College has built an interdisciplinary team. The team not only provides program leadership but also meets weekly to identify individual student problems and strategizes to provide support in addressing them.

The purposes of this presentation are (1) to present a description of the program established to meet the enrollment and retention objectives set by the College and (2) to present an interdisciplinary model developed to design and implement the programs. While these activities have been developed in an osteopathic medical school environment, they are not unique to it. The principles and activities which guide the recruitment and retention programs are generalizable to other graduate and professional schools.

Minority Students Surviving At An Urban, Commuter Institution

Janice Green, Director, Peer Assistant Learning Support Programs, Wayne State University, MI

#104

Wayne State University is a national research university with an urban teaching and service mission. It is a constitutionally autonomous public university within Michigan's system of public colleges and universities. As a nationally ranked university, Wayne State holds high expectations for its educational achievements and standards; but as an urban university it recognizes an obligation to develop special avenues that encourage access for promising students from disadvantaged educational backgrounds. Wayne State has a population of over 27,000 students with 25% minority students.

Recognizing the special needs of its largely urban, commuter student body, Wayne State University in Detroit, Michigan, has expanded its effort to recruit and retain students and to assist them to graduation. Consistent with our urban mission, we have developed a program that provides students--highly diversified in age, social class, financial need, minority affiliation (especially Black and Hispanic), ethnic background and degree of academic preparedness, with the

#104 cont'd

academic tools necessary to succeed in a competitive academic environment.

This presentation will describe the Peer Assistance Learning Support Program (PAL'S) which facilitates success among first year college students, upper division students, graduate assistants, faculty and the university community at large.

During the presentation, special emphasis will be placed on:

1. Planning, development, and administration of the program
2. Building faculty support and commitment for the program
3. Strategies and techniques that increase success among students
4. Personal and professional development of staff working in retention programs

At Risk Students: Strategies for Keeping Them in School
Anthony Miserandino, Principal, Sacred Heart High School, NY

#105

The term "marginal students" is often used to refer to students who are at the margin of the attention of teachers and other school personnel as they plan and conduct the educational activities of the school. Scant attention is given either to the needs of these students or to their assets. They are viewed, when considered at all, as deviant from the main stream of the schools' student body. Marginality arises from a variety of conditions within both the individual and the school. The "school side" of this issue will be the context of the discussion.

This presentation will seek to explore the needs of these students and to address issues which move past keeping them in school to concerns related to finding and developing ways to stimulate, guide, and motivate these young people to learn what school expects of them.

The presentation will begin by asking, Who are these students in difficulty? and to move to clarify the variety of unproductive ways marginal students interact with school environments. Too often the students are blamed for their own disconnection. Hence, the school is slow to take responsibility. The reality of marginality is that learners have many different kinds of strained relationships with the school setting.

The focus of the presentation will center on three critical variables affecting the marginal learner: the curriculum, modes of instruction, and the school organizational structure. Strategies and suggestions for enhancing the

#105 cont'd

impact of each of these areas upon academic skills and competencies will be demonstrated. In addition, participants will be asked to examine specific issues meant to engage them in a critical and reflective process regarding these variables.

Minority Crisis in Higher Education

Lucretia R. Payton, Associate Professor, Curriculum and Instruction, Georgia State University, GA

#108

An overview of the minority crises in higher education will be presented with an emphasis on economics, curriculum equity, and policy trends. Also included will exist a blueprint for action on educating minorities for success in higher education. The blueprint for action includes strategies and techniques for institutions, students, parents, community and policy makers. The major thrust is to critically examine the issues and assess alternatives for making changes.

The Early Identification Program: A Partnership Response to the Crisis in Minority Retention

Madelaine S. Marques, Assistant Provost and Director, EIP, George Mason University, VA
Daveley Walders, Minority Achievement Specialist, Fairfax County Area 2 Public Schools, VA

#109

The Early Identification Program, initiated by George Mason University in 1987, is a partnership with Area III of the Fairfax County Public Schools. The program is designed to increase the pool of academically prepared minority applicants to post-secondary institutions. Program components include on-campus events during the school year, and intensive academic enrichment summer program, year-long tutoring and mentoring support, and comprehensive parent involvement over a three-year period.

The presentation addresses five essential issues:

1. Program planning: Details of developing collaboration between higher education and public/private schools, identifying funding sources, securing institutional support, and soliciting parents and students input in program planning will be presented.

2. Selecting students: Developing public information materials, holding community meetings, developing appropriate application procedures, promoting student and parent interest in the program, and assuring community

#109 cont'd

organization support and involvement in student selection will be covered.

3. Selecting program staff: Identifying teachers, mentors, and tutors will be addressed. Obtaining corporate sponsors and loaned personnel will also be explored.

4. Developing the program: Both activities during the school year (cultural events, seminars on financial aid and high school course selection, and student leadership retreats) and the summer academic program (math, science, writing, computers) will be covered. Products such as the newspaper and original play written and produced by the students will be on display.

5. Evaluating the program: An analysis of all data collected will be presented, including student, parent and teacher assessments of the program. Test score and grade improvement for participating students will be included. Program modifications based on first-year evaluative data will be discussed.

Collaborative Approach to Minority Teacher Recruitment and Training

Royce B. Walden, Associate Superintendent for
Management Services, Orange County
Public Schools, FL

Hugh Martin, Assistant Professor, University of
Central Florida, College of Education,
FL

#110

School districts in Florida, the Southeast and throughout the nation now are faced with a demographic paradox: we have an increasing minority student enrollment and a decreased pool of eligible minority teachers. To ensure that our students continue to receive a culturally diverse and equitable education, we must increase our minority teacher supply.

The Minority Teacher Recruitment Tasks Force consists of representatives from the Orange County Public Schools, the University of Central Florida and Valencia Community College--individuals who are convinced that we can and will find more effective ways to recruit, train, certify and employ competent minority teachers.

Making maximum use of existing educational, agency and community resources, and forging new public/university/private sector partnerships, we are instituting a model program to recruit, train, certify and

#110 cont'd

employ minority teachers. In this presentation the new model program will be reviewed.

Black Male Enhancement Project: A Model for Retention of Black Males in a Community College

Joseph R. Malone, Counselor/Professor, Cuyahoga
Community College, OH

Robert B. Patterson, Counselor/Professor, Cuyahoga
Community College, OH

#111

Cuyahoga Community College-Metro Campus is an urban two-year college with three campuses and an open-door admissions policy. It is the fourth largest college in Ohio. Student demographics indicate that the majority of the student body is in the 20-34 age range; 74% are part-time; 65% are in occupational or technical programs; 63% are female, and 25.4% are black. These are districtwide statistics. At the downtown Metropolitan Campus, minority students comprise 63.8% of the student population. In light of those demographics, the college observed that many of the students were returning to school ill-equipped with the tools for academic success. Thus, at each of the three campuses there is an emphasis on developmental education (Math, English and Speech), and a large support service network (counseling, tutors, student life retention activities, etc.).

Statistics indicate that the Black male attrites at a much higher rate than White males and Black females. Therefore, the practice of mentoring is becoming very common in higher education as a way to address the retention problems. The Black Male Enhancement Project proposes a team approach to mentoring involving alumni, faculty/staff and representatives from business and industry. The presentation will describe the goals and objectives of the model, student/mentor selection, training of mentors and project design.

The Role of Academic Support Programs in the Retention of Afro-American Students

Delores A. Austin, Director, Center for Academic Skills
Enrichment, University of
California, Santa Barbara, CA

#112

This presentation will consider three inter-related factors that influence the role of academic support programs in the retention of Afro-American students. It will first examine what is meant by student retention through the examination of the recent work in this area, which has resulted in a reexamination of previous definitions.

#112 cont'd

Another aspect of retention generally not discussed is the quality of the learning experience while students are enrolled. Retaining students, especially Afro-American students, is not enough; they must be taught how to become more effective learners.

This presentation will also examine how academic support programs do and can contribute to a high quality educational experience which, in turn, encourages persistence. Learning centers can be viewed as pro-learning assistance and/or pro-learning resources. Both models will be discussed. User profile data from the Center for Academic Skills Enrichment at the University of California, Santa Barbara, will be used to demonstrate how the way in which a program defines itself influences the user population.

The third factor to be discussed is how students relate to these programs. Emphasis will be placed on how to influence the conceptual ecology of students so they will view support programs in a positive rather than a negative light.

High Risk Minority Student Retention Model

Charles Stephens, Director of Minority Retention, The University of Akron, OH

#113

The presentation will discuss a retention model developed at The University of Akron, to assist minority students who would normally be lost through the academic dismissal process, by providing a highly structured program of skill acquisition and personal attention. The presentation will consist of an overview of the development of the HRMS Program, followed by a twenty-minute VHS video program of the University College retention process, the selection process for the HRMS students, a discussion of the curriculum used in the lecture given during the College Survival Skills class, and statistics of the success of the program.

Variables Affecting High School Seniors' Perceptions Regarding Postsecondary Education

Ethel B. Brooks, Coordinator, Precollegiate Program,
Florida Institute of Education,
University of North Florida, FL

Omega Gardner, Assistant to the President, University
of West Florida, FL

#114

While greater numbers of minority students are completing high school successfully, fewer are continuing with their education in a postsecondary setting.

#114 cont'd

This study surveyed 811 randomly selected high school seniors across the state to gain information regarding the variables which influenced their decision either to continue or not to continue their education beyond high school. These students completed a questionnaire designed to generate information regarding the academic, motivational, demographic, and economic attributes which may have influenced this major life decision. Guidance counselors provided additional information regarding the students' GPA, courses completed and other relevant data. Eight students were randomly selected from the sample pool for in-depth interviews, which were written up as case studies.

Data were analyzed using the Statistical Analysis System in order to provide information regarding which variables may be significantly related to students continuing or not continuing with postsecondary education. An independent samples chi square analysis was used to determine whether the frequency of responses differed among the college bound and non-college bound, the urban and rural, male and female, and minority/majority groups.

The Lubin House Experience: An Approach for the Recruitment and Retention of Urban Minority Students

Lonnie Morrison, Director of Metropolitan, Admissions,
Programs, Syracuse University, NY

Amparo Silva, Assistant Director of Admissions,
Syracuse University, NY

#115

The retention of minority students can be improved if they and their parent's have access to more and better information about an institution from which an informed decision to attend or not can be made. Unfortunately, for many minority students who reside in urban areas (such as New York City), college fairs, high school college nights, and high school visits by college admissions officers are the only events they have an opportunity to attend. The events provide an opportunity to gather large amounts of general information within a short period of time. Such programs provide little opportunity for discussion and often are not attended by parents.

Furthermore, for many minority students who wish to attend a college or university that is far from home, a campus visit prior to enrollment is frequently beyond their economic means.

Syracuse University conducts a variety of locally conducted pre-admission and pre-enrollment activities in the New York Metropolitan area for students and their parents. Called, The Lubin House Experience, the activities are divided into

#115 cont'd

three phases and designed to coincide with what can be described as the college selection process: (1) the college exploration phase, (2) the college selection phase, and (3) the college commitment phase.

This paper describes the unique and innovative programs that are conducted as a part of The Lubin House Experience, in particular the programs developed with local community-based organizations.

An Integrated Five Component Theoretical Model To Increase Black Student Retention in Higher Education

Rogers Glenn, Counselor, Student Affairs, Florida A&M,
University, FL

#117

Recent events and trends suggest that finding a simple solution to increase Black student retention in higher education is no easy task.

Administrators, faculty and staff are facing increase pressure from both academic and lay communities to find workable solutions to the problem. A Five Point Integrated Theoretical Model is proposed to address the problem: (1) Financial Aid, (2) Special Programs, (3) Uniform Standards, A Set of Expectations, (4) Non-Cognitive Variables, and (5) Strategies to Reduce Institutional Racism. The problem of individual and institutional racism as it relates to administrators, faculty and staff expectations and sensitivity toward Blacks via "A Sensitivity Hypothesis of Social Perception of Blacks," will be discussed. The "Own-Race Bias" dynamics (Prejudice and Stereotyping - socially learned behaviors) in facial recognition are addressed. A Four Step strategy for dealing with prejudice and stereotyping is proposed.

A Comprehensive and Systematic Three-Level Model of High-Risk and Minority Student Retention

James A. Anderson, Professor of Psychology, Indiana
University of Pennsylvania, PA

#118

Most universities and colleges do not possess systematic retention components which link-up and reinforce high-risk and minority students as they pass through varying levels or sequences of the college experience. When retention efforts are successful they usually occur at certain stages like pre-entry level; in the first-year developmental program; or in the freshman counseling (college adjustment) programs. Once students leave such programs and are thrust into the general curriculum, they encounter a faculty who generally

#118 cont'd

is not committed to the mission of retention and student attrition accelerates.

This presentation will focus on a three-level program which takes a top-down approach. It will begin at the state level, then filter down to individual universities and finally emerge at the most important place--the classroom.

Level I - The plan begins at the state level where a project team consisting of 2-3 retention and learning style specialists from various disciplines will assist the higher education state system in the development of statewide plan for increasing retention rates. This will include: (1) the training of select faculty/staff within the state system and at individual institutions; and (2) the development of a systematic evaluation.

Level II - This level involves a reanalysis of the philosophy and structure of basic skills, developmental and counseling programs. More attention will be given to incorporating the cultural and cognitive assets of minority students into curriculum, and assessment instruments.

Level III - This level focuses on enhancing the competency of the general faculty by increasing their awareness of the critical dimensions of multi-racial/cultural learning styles as they are impacted by particular teaching styles.

Black Student Retention and Recruitment from a Counseling Perspective: What Works and What Doesn't

Anthony L. Harris, Counselor, Pensacola Junior College,
FL

#119

At Pensacola Junior College currently enrolled Black students find themselves engulfed in a White culture on campus and often find themselves outside the mainstream of college life. Nearly everything the student reads, hears, and sees reflect White values.

Academically, culturally, and socially our campus is structured to meet the needs of White students. This image is projected throughout the College's Admissions recruitment brochures and review materials. This can be, and often is, a discouraging deterrent to further consideration of Pensacola Junior College by Black prospectives and their parent's. The college has a strong commitment to recruit and retain Black students which must be portrayed throughout our admissions materials. Black prospectives experience difficulty identifying this commitment.

#119 cont'd

Many currently enrolled Black students have become embittered and alienated from the Pensacola Junior College experience because the inherent difficulties of adjusting to college life were not communicated effectively during the recruitment process. The college environment produces isolation and the possibility of damaging psychological effects. Black students are very often only one in number in a classroom, finding little approval or support from professors and peers. Most often they are left out of informal study groups, as well as having limited access to notes from past courses. As a result, many find themselves on their own and this result shows up in attrition.

This presentation will outline components of an effective retention effort at Pensacola Junior College.

Survival Conflict in African-American College Students

Lisa Whitten, Assistant Professor, Psychology
Program, SUNY, College at Old Westbury,
NY

#120

This session will focus on survival conflict as one of the many psychosocial factors impacting on Black students. Survival conflict is related to survival guilt, but includes a broader range of emotional reactions, notably anxiety and ambivalence. Survival guilt has been addressed in relation to survivors of the holocaust, accidents, and the Vietnam War. It has been suggested that some individuals experience guilt about surviving traumatic circumstances when others have not, particularly if the individual perceives that his/her survival was at someone else's expense. This concept has been applied to Black professionals, who are often in conflict about their success. One can posit that Black college students could experience conflict if they perceive being successful in, or completing college as a sign of surpassing their peers and/or family, and surviving the ghetto experience, poverty or discrimination. The literature, at this point, includes only one article focusing on college students (Piorkowski, 1983).

Survival conflict can result in self-sabotage, decreased productivity and devaluation of one's accomplishments if it is not identified and worked through. Gaining insight into survival conflict could assist many students who have academic ability but are less able to cope with this particular psychosocial challenge. Suggestions for teaching Black students coping strategies related to survival conflict will be explored. In addition, preliminary data from a validation study of a measure of survival guilt will be presented.

The Role of the Family in Black Student Retention

Frank K. Kidd, Graduate Student, Howard University, DC
Carmon J. Weaver, Graduate Student, University of
Maryland, College Park, MD

#121

Theory and research focused on clarifying the impact of current family processes on academic and career-related behavior have been ignored and neglected.

This research report will address family theories that are appropriate for working with Black students. The family is an important part of one's development and should be considered when working with students. Family values and traditions can alter and affect academic choices, and the family environment can shape one's attitudes about education.

To understand why some participate in higher education and others do not, one must first look at the person's attitude about education and his or her self perceptions.

This report focuses on Black student retention by looking at the family influence. The presenters will consider ways for administrators, counselors, and educators to enhance their interactions with students by understanding their family issues.

New Student Orientation: A Strategy for Retaining Students at a Historically Black University

James B. Ewers, Vice President for Student Affairs,
Dillard University, LA

#122

It has been well documented (Fleming 1986) that Black Students fare much better academically and socially at predominantly Black Colleges and Universities. Subsequently, more Black students obtain their bachelor's degrees at HBCU's (Historically Black Colleges and Universities).

There are many reasons for this trend. Some of them include more Black role models, a better social/cultural environment, participation in student leadership activities and a structured orientation program.

The thrust of this presentation is to look at orientation as a means of retaining students at a Historically Black College. Historically, orientation activities for new students have included faculty, staff and a student support group. The President of the college also plays a significant role. Orientation is a 2-5 day activity which allows the new student to become well acquainted with his new institution.

#122 cont'd

The particular goals of the New Student Orientation Program are as follows: (1) to develop and implement relationships for new students with faculty and staff that will continue throughout the year, (2) to assist new students in the transition by having them develop a partnership with our student support group, (3) to follow up on the orientation activities by enrolling all new students in Orientation 101 which is the orientation course, (4) to disseminate an orientation evaluation survey designed to measure the effectiveness of the orientation activities, and (5) to conduct systematic follow-ups with faculty and staff regarding the academic and psycho-social progress of their new students.

Achieving Excellence Among Black Student Athletes Through Student-to-Institution Compatibility Measures

Carl T. Snipes, Director of Academic Advising,
Montclair State College, NJ

#123

The National Academic Advising and Guidance Association for College Bound Student Athletes is a non-profit organization formed for the purpose of preparing greater numbers of high school student athletes for a smooth transition to college and university life and academic success. In addition, the association aims to use the leverage of an increasingly more competitive recruiting climate to influence change by bringing about true and full equality of opportunity on American college and university campuses.

Areas of chief concern to the association include the need for progressive reform and more aggressive forms of affirmative action in Black student recruitment and retention; racially motivated campus unrest; low graduation rates among Black student athletes; and the trend of tokenism in the hiring of Black faculty, staff administrators and coaches.

The association aims to achieve some of its major objectives through the affective method of: 1) educating high school student athletes to the realities of their roles in athletics; 2) creating an awareness of the economics of sports and athletes in America; 3) instilling within highly recruited high school student athletes the value of their roles; 4) examining an institution's historical and present response to affirmative action initiatives; and 5) responding appropriately to the offers of college and university athletic recruiters.

**Project Access: A Residential Hall Program to Facilitate
Minority Student Retention**

Russell B. Wright, Director of Auxiliary Operations,
Eastern Michigan University, MI

Jan Collins-Eaglin, Coordinator, Equity Programs,
Eastern Michigan University, MI

#124

Project ACCESS is a comprehensive residential hall program which is designed to support the University's goal of maintaining the constant, steady progress of minority students towards graduation. Project ACCESS focuses on providing the minority student a good environmental fit in the residence halls which facilitates personal and interpersonal growth and enhances the student's academic pursuits. The Minority Peer Advisors, who are undergraduate minority student leaders, are trained to be the primary facilitators of Project Access. The presentation will focus on the programs, while referencing the evaluations of Project ACCESS.

Success Seminar

Cynthia Riggs, Retention Coordinator, Office of Student
Life, Rutgers University, NJ

#126

The Success Seminar, implemented at Rutgers University, Camden, New Jersey, in the Spring of 1988, was a retention initiative designed to give new students who would have been dismissed a second chance for academic success, personal growth, and satisfaction.

The program was developed on the premise that new students need time to make the adjustments to university life, and assistance in developing the skills necessary to cope with the new demands placed upon them as students. In a non-threatening, responsive environment, the same students who would have been dismissed at the end of the first semester can go on to achieve success and personal growth and satisfaction. This provides the foundation for improved retention among the student population in general and minority students in particular.

**Retaining High Risk Students in a Highly Competitive
Environment**

Yvonne R. Watson, Director, Division of Academic
Support, Trenton State College, NJ

#127

This presentation will describe a comprehensive, multifaceted approach that has increased a group of high risk students' academic and social integration into a highly competitive academic environment. Significant improvement in academic skills as measured by pre- and post- tests and

#127 cont'd

improved retention rates after the freshman year substantiate the programs success.

Data Gathering Model for Faculty Addressing Student Retention

Alvin C. Lomax, Assistant Vice President for Student Affairs, Norfolk State University, VA

#128

Student retention has reached national prominence because of its impact as a measure of institutional effectiveness. Institutions of higher education are concerned that academic programming, effective teaching - learning situations, and support services and facilities will be implemented to maximize student success. The campus atmosphere should be characterized as being genuinely caring and sharing. Teachers of college survival courses (GST 100, Orientation to University Life) and contact service personnel are especially influential in directing a persisting or non-persisting response on the part of students enrolling or re-enrolling in the post-secondary educational institution. To maximize the opportunities for teaching and learning and student retention, teachers need information that will characterize students served. (It is generally perceived that all faculty are also academic advisors - counselors).

The presenter will reveal the data gathering model for faculty addressing student retention. Among the areas identified in the model are academic background and college diagnostic placement data of students enrolled in GST-100 classes, course loads and class schedule, assessment data of selected services and facilities reported by students, assessments of "new-student orientation" as reported by students and parents, and responses by students to surveys on college selection choice and expectation.

Black Student Retention

Simon O. Johnson, Director, Recruitment and Outreach, College of Education, University of Florida, FL

#130

It is difficult for some White professors to understand the characteristics of Black students. On some occasions professors are "turned off" because some Black students will not seek individual conference, will irregularly attend class, will not speak out in class, or use English that is less than standard. Dr. Johnson, and his staff, usually schedule informal conferences with some professors and succeed in getting the student another chance to complete the course.

#130 cont'd

The retention of Black students in any university must be an organized effort. This effort must be centralized with one person designated to supervise the project. At the University of Florida, College of Education, we have found that the following strategies have worked when retention of students is the goal: (1) develop an organized effort, (2) involve deans, chairpersons, and professors in the process, (3) provide tutorial assistance for the students, (4) assist White students and professors to gain additional information concerning the characteristics of Black students, (5) assist the students with financial and academic counseling, and (6) keep deans, chairpersons, and faculty aware of progress being made toward the attainment of the goal.

The major thrust of the Office of Recruitment and Outreach is to assist Black students in remaining in school and graduating. Much emphasis is placed upon the development of a positive self in order to cause the student to take risks, become more verbal, and learn how to ask questions without creating a negative situation.

Peer Support and Black Student Retention

Corvette Edwards, Student, CUNY of New York,
NY

#131

Peer counseling has the potential to be an effective tool in keeping Black students in college. Traditional Black students who value collectivity, and other aspects of Black culture, may experience the typical college setting as cold and unwelcoming. It is this student who is most likely to lack information about how to be successful in college and to experience the cultural prevalent in the university as being at odds with the values of his or her community. In addition to serving as role models, peer counselors serve as cultural hosts guiding students through unfamiliar territory, interpreting unfamiliar language, and locating necessary resources. The most successful efforts toward increasing Black student retention focus on prevention and involve outreach activities. Peer counselors help to create a college environment in which Black students feel welcome and can thrive academically and personally.

The City College Freshman Mentor Support Program

Noel D. Blackburn, Student, CUNY of New York, NY

#132

A common sight on orientation day is to see freshman students confused and hyperactive. City College is no exception to this rule. Minority students' backgrounds of traditional, inadequate college preparation are of importance to the manner in which they approach college.

#132 cont'd

The City College Mentor Program links upper division students with freshman to provide them with a support system. Mentors and mentees have periodic meetings, mentors also keep in touch with their mentees through telephone calls and quick meetings around campus. Mentors provide information on where to get help and how to get help.

Mentors are also able to sense impending trouble. Mentoring is a well known method of linking novices and more experienced people together to help them adjust to a new situation.

This type of commitment to the new students by the institutions creates a more personalized atmosphere. High school students are accustomed to a smaller environment and this one-to-one relationship is more comfortable for them. The mentors are able to reach the source of the problem easier than the larger institution before disaster occurs.

Since any college is dependent on new students who enter every semester, it is a matter of necessity for institutions to secure the freshman student and make their earlier school days comfortable and interesting for the later years.

The Relationship of Race Relations to Black Student Retention at Predominantly White Institutions of Higher Learning

Christine Mark, Student, CUNY of New York, NY

Gamal Hossack, Student, CUNY of New York, NY

#133

This presentation will highlight the history of Black and White relations in America and how this relationship continues to influence Black and White student interaction at predominantly White institutions of higher learning. This session will also present steps that can be taken by students, faculty, and administrators to create a mutually receptive living/learning environment at predominantly White institutions of higher learning for Blacks and Whites.

City College Freshman Orientation 100 Course

Dionne A. Freeney, Student, CUNY of New York, NY

#134

Freshman Orientation 100 is a seven-week mini-course for all full-time, day-session freshmen at the City College of New York. It is a required course with no credit.

The F.O. 100 curriculum consists of topics of interest to the freshman: How to be a Successful Student, Effective Use of the Library, How and Where to Get Help, Career and Major

#134 cont'd

Selection, and Getting Involved on Campus. The F.O. 100 Learning Guide contains lessons for each week, topics and questions for discussion. Assignments include visits to student service centers and interviews with faculty and staff who run those centers.

Instructors for the course consist of faculty, staff and upper-division students who have had experience working with freshmen.

Orientation courses like F.O. 100 are designed to help students successfully negotiate the complexities of the freshman year. Orientation courses are particularly important for minority students who often need to overcome obstacles to be successful students. Freshman Orientation 100 is an innovative mechanism for dealing with minority attrition.

A Continuum of Linkages: Intradepartmental Teamwork through a Minority Affairs Council

Evette Jackson, Wright State University, OH

#135

Administrators at Wright State University have taken an intradepartmental teamwork approach to enrollment management vis-a-vis Black students. Key to this approach is a Minority Affairs Council, a team of administrators which cuts across vice-presidential lines. These administrators--from the director of pre-collegiate programs, to the minority admissions recruiter, to the financial aid director, to the director of the Black cultural and resource center--all work individually yet collectively to insure that their units deliver the best possible service to Black students.

Addressed during the presentation will be the workings of the individual efforts--precollege, recruitment, financial aid, and cultural/academic support--and the myraids jointly sponsored initiatives. Additionally, an institutional flow chart--detailing how Wright State's Minority Affairs Council works--will be highlighted.

Black Student Retention: Whose Job Is It?

**Imani Lillie Fryar, Mentor & Coordinator ESC
Transitional Program, Empire
State College, NY**

#136

Along with the concern for Black student retention efforts has evolved a certain consciousness of African-American

#136 cont'd

people and the need to explore their cultural heritage. This timely thrust for knowledge suggests perhaps that the two elements can be utilized to solve the problem of student retention creatively using long term goals. What is needed is perservance.

Black female writers were almost a non-entity until they began to reinvent their own selves and now Sojourner Truth's rhetorical question, "Ain't I a' Woman?", seems to rise each time a new publication appears. This has occurred in the long run, with early authors such as Phyllis Wheatley (1773), Ann Plato (1841) and Harriet Wilson (1859) making little impact. Black female writers did not come into their own until after the Harlem Renaissance. We can also look at the power of today's Black churches and reflect upon its early struggles. It was between 1773 and 1775 when the first Negro Baptist Church was formed, organized to educate as well as to offer freedom of religious expression. This suggests that the Black community with all of its educators, churches, civic leaders and others need to help our young to reinvent their own lives, to know their history, and to help them build their self-esteem.

Project 90: Innovations to Facilitated-Entry and Retention Programming in a Medical School Setting

Howard J. Miller, Assistant Director, Project 90
Program Coordinator, Health Science
Center, NY

#137

The report will focus on the development and management of a facilitated-entry program implemented during the Fall 1986 Semester by State University of New York-Health Science Center at Syracuse. The goal of the program was to improve the Center's recruitment and retention to graduation of minority medical students. Project 90 was the name given to the program.

The report will emphasize how the future success of this program, as with any such facilitated-entry program, is best determined and measured by the institution's commitment to the goals of the program. Specifically, this study will provide a post-program development assessment of Project 90. A summative evaluation of the program's organizational structure and functioning designed to achieve organizational effectiveness and goal-fulfillment will be assessment based on a review of the program's four major structural components: (1) planning initiatives, (2) management and coordination provisions, (3) the service delivery network, and, (4) system evaluation provisions.

#137 cont'd

Anticipations are that three major finding categories will be discussed. First, research findings on the start-up year difficulties experienced by the program and its staff will be identified. Second, from a program management perspective, major findings important to the recruitment retention and graduation of minority medical students will be presented. Finally, suggestions designed to improve the development and implementation of facilitated-entry programs for underrepresented minority student populations will be highlighted.

The Impact of Educational Reforms on Access and Persistence of Minority Students in Postsecondary Education in Florida

Theodore D. Taylor, Director of Admissions, Broward
Community College, FL

#138

The Five-Year Master Plan for Florida Postsecondary Education was developed to assure and insure that the State will endeavor to attain and retain proportionate representation of minorities in public postsecondary education in the State. An analysis of the impact of this plan on minority students is examined in this study. A review of the State's Five-Year Master Plan on minority participants and performance will be looked at and evaluated accordingly.

The five sections of the plan to be reviewed are as follows: Part A of this report will examine the Representation of Racial/Ethnic Groups at select points in High School and College progression. Part B, of this report will look at the representation of Racial/Ethnic Groups at select points in High School and College progression OVER TIME. Part C will address the Impact of State Educational Reforms on Access and Persistence of Students. In Part D, State Programs to provide support for meeting State Performance standards will be examined. In Part E, conclusions will be drawn from the findings in A, B, C, and D of this study.

The Implications of Selected Higher Education Reform Measures on the Recruitment and Retention of Black Students

Ginger L. McKnight, Junior Associate with Simpson,
Thacher and Bartlett, NY

Mamie L. McKnight, Consultant to the Chancellor for
Community Development, Dallas
County Community College District,
TX

#139

#139 cont'd

The current educational reforms in higher education in the State of Texas will be emphasized as a case in point. The presenters will primarily focus on the importance of educational policy concerns and motivations underlying the imposition of competency testing requirements on the college and university level in determining the validity of such measures when subjected to legal scrutiny.

Attention will also be given to other considerations that must be taken into account which may cause certain students to be inordinately disadvantaged rather than well-served by reform measures.

Particular emphasis will be placed on educational practices, procedures and policies that, according to the latest research, must be implemented if the negative barriers are to be minimized and, eventually, eliminated.

In addition, the following questions and others will be addressed from an educational and legal perspective. In implementing current educational reforms in higher education, are state officials adequately protecting and serving the interest of all students?

Are minimum competency tests as currently being implemented insuring that educational advancement can be achieved by all students and not just a chosen few?

What are some of the underlying legal, educational and public policy concerns raised about minimum competency test requirements, especially in light of the current educational status of Black students?

What college and university policies, practices and procedures must be in place to prevent Black students from experiencing additional barriers to success all along the educational pipeline?

Effective Retention Strategies for Large, Comprehensive Research Universities

Alvin J. Schexnider, Associate Vice President for
Academic Affairs, Virginia
Commonwealth University, VA

#140

This presentation will discuss effective strategies designed to enhance the recruitment and retention of Black students based on model programs implemented at two large, urban, comprehensive research institutions. It will examine the relevance of careful recruitment strategies to the success

#140 cont'd

of retention activities and it will address the following key factors: (1) the relationship between recruitment and retention, specifically, how the former affects the latter; (2) the importance of infrastructure needs, especially, (3) the relevance of co-curricular and non-curricular activities (i.e., faculty-student interactions outside the classroom, student activities programming); (4) ancillary support systems through offices or programs of Minority Affairs, residence hall activities, and peer counseling groups; (5) the potential efficacy of Black alumni and local support systems; and (6) the relevance of concerted efforts to recruit and retain Black faculty and staff.

Finally, the presentation will discuss the importance of customizing recruitment and retention approaches to the individual institution given its mission and goals statement and its strategic interests for the future.

Is the Computer a Synesthetic Medium?

Paul S. di Virgilio, President, Chronotechnics,
Canada

#141

Although the computer was supposed to render the learning of higher order skills as easy as the acquisition of the basics, educators of the late twentieth century fail to exploit the historical precedents in using the new medium to bridge intellectual gaps. Jean Piaget did much to suggest that logico-mathematical operations, and computer functions were basic to many high order skills and cognitive processes. Toward the end of his life he suggested that the bridge between these two operations was possibly contained within an epigenetic envelop, that is to say was based on a genetic metaphor for learning. Can we exploit the genome in the classroom, understood as synesthesia, in support of the computer revolution?

Recently, in our out-reach program, we experienced a similar effect among mid range black students in low achieving schools. In effect, in the computer environment, these eighth grade under-achievers worked with programs destined for adults and university students in reading. They scored well on both speed and comprehension. They studied astronomy with intense interest for a two hour period (a constraint forced upon us by a lack of software but not recommended) although they traditionally had been unable to focus their attention in the classroom for periods longer than minutes in many cases seconds. Moreover, to our amazement the students ranked this pilot program where there were neither enough computers nor chairs and many had to improvise to even use the computer, as the equivalent of their best classroom experiences. Why were these students able to perform in this medium? The theory I will put forth

#141 cont'd

is that the computer promotes learning by synesthesia in these visually oriented students and that software and computer applications should be re-evaluated to exploit this learning possibility. All software used was highly graphic; little instruction was provided verbally before the class; the students were encouraged to work together thus underscoring principles of democratic co-operation.

Student's Perceptions of Mentor Relationships at Florida A&M University, A Historically Black Institution

Ellenor Ellis, Assistant Professor, College of
Education, Florida A&M University, FL

#142

The purposes of this study were: (1) to identify perceived overall behavioral characteristics of mentors FAMU, as related by the students, (2) to identify whether a general behavioral factor exists among university mentors, (3) to identify positive behavioral characteristics that influenced the academic and social satisfaction adjustment of students, and (4) to identify negative behavioral characteristics that contributed to student academic social dissatisfaction.

The review of the literature provides a broad description of research on mentoring. It gave historical data on mentoring, and information on several model mentoring programs. Outstanding Black educators and their mentors were named and discussed. Helpful information on the pros and cons of organizing a successfully mentoring program was given.

In an effort to accomplish the purpose of this study, an analysis of variance was used to ascertain significant perceptions of the students on mentoring. Recommendations based on the findings suggested that mentoring should be a part of a larger retention program at FAMU.

Minority Business Education Center

Donald Williams, Sr., Director, Minority Business
Education Center, Grand Valley
State College, MI

#143

The Program to Increase Minorities in Business (PIMIB) Task Force concluded its Minorities in Management study for the American Assembly of Collegiate Schools of Business in December 1983. Some of the factors identified that contributed to a disproportionate number of minorities on campus were:

- . A stagnation in the number of well-qualified minority high school graduates;

#143 cont'd

- . Little recent growth in the funding of minority scholarships;
- . A negative image of business and non-existent image of management careers prevailing in many minority communities;
- . A high drop out rate of minority students at some majority schools, which has caused the schools to become more selective in their admissions policies;
- . Inadequate counseling at the high school level and offerings that are not likely to portray business as a challenging and rewarding occupation to talented students of any race.

In 1963, Grand Valley's Board of Control affirmed a policy that sought not only to insist on equal opportunity, but also to avoid perpetuation of the effects of prior social discrimination. The Board of Control has more recently reaffirmed its resolve, and directed that specific action take place. They chose to limit to scope of the task, and thereby make the objectives more attainable. The Board of Control outlined their five most important objectives: (1) attract larger numbers of minority students to Grand Valley's School of Business; (2) provide these students with the support (personal, academic, and financial), likely to lead to a successful tenure at Grand Valley; (3) work with the business community to develop relevant internship opportunities and enhance post-graduation job placement; (4) provide support to minority business both through referrals to other local resources which can provide needed sorts of help; and (5) enhance networking opportunities for both minority business people and for high school counselors working with minority students

The Educational Status of Minorities in Florida Public Schools: A Need for Retention

Virden Evans, Assistant Dean, College of Education,
Florida A&M University, FL

Adeline Evans, Professor of Speech, Florida A&M
University, FL

#144

A variety of factors have been suggested as potential moderators for students' dropping out of school. The empirical literature dealing with student retention has addressed such factors as low grade point averages, low SAT scores, absenteeism from school, and high-risk students as loci of control for dropping out of school (Astin, 1975; Higgerson, 1985, p. 15; and Brigman and others, 1982, pp. 3-8). Over the past twenty-five years, school systems have developed intervention programs to curb the dropout problem.

#144 cont'd

Although the long range statistical trend is toward fewer and fewer dropouts in the state of Florida, the short-range trend is not so encouraging for minority students in the Florida public school system. With respect to the magnitude and direction of minorities in the Florida public schools, the purpose of this study was to examine student data characteristics, such as non-promotion, dropouts, suspension, corporal punishment, expulsion, and alternative academic programs. More specifically, this study investigated the following questions:

- 1) What is the relationship between the dropout rate and the number of employed minority teachers?
- 2) What is the relationship between the suspension rate and the corporal punishment rate of minority students?
- 3) What is the relationship between non-promotion rates and the graduation rate of minorities?
- 4) What is the effect of dropout, non-promotion, corporal punishment, suspension, and employment of minority teachers on the retention of minority students?

Videotape Approach to Racial Awareness Program

Harleen W. McAda, Assistant Vice Chancellor,
University of California- Santa
Barbara, CA

#145

The University of California, Santa Barbara has established an Education Program to Increase Racial Awareness (EPIRA). The EPIRA program is designed to use videotapes to stimulate discussions in racial awareness workshops as part of a campus effort to provide a more hospitable campus environment for minority students. The project thus far has produced two videotapes. The presentation will consist of an opportunity to view one of these videotapes, "To Be A Black Student At UCSB", which focuses on the experience of Black students at a mostly White state university. The presentation will focus on the goals of the EPIRA program, production of the videotape, and outcomes from a program which has conducted 164 workshops during the 1987/88 academic year for student, staff and faculty participants.

**Pre-College Programs: Enhancing Academic Success for
Students of Color**

Carolyn Vaughn Young, MESA Project Director, Pacific
Lutheran University, WA

#146

#146 cont'd

The Tacoma MESA Program is requesting for the 1988-89 year, \$52,000 for continuing operation in five Tacoma high schools, one University Place high school and one after-school program in Bethel High School. The Tacoma MESA Program is devoted to increasing the participation of American Indian, Black and Hispanic students in mathematics and science high school curricula. The goal of such effort is to encourage these students to continuation in college curriculum in mathematics and science, thus leading to careers in the field of engineering.

During the 1987-88 program year, four hundred and thirty-one students from Tacoma (includes twenty-six Stewart Middle School students) and Curtis High School, participated in the MESA Program.

Pacific Lutheran University is committed to follow the MESA model approved for all Washington State MESA Pre-College Programs regarding curricula and programs. The Tacoma MESA Program is administered under the Office for Student Life of Pacific Lutheran University. This presentation will give an overview of the program and highlight the ways in which it has enhanced the academic success of minority students.

Rutgers: Minority Retention at the Megaversity

Richard A. Nurse, Assistant Vice President for Academic Affairs-Retention, Rutgers University, NJ

#147

With 35,000 undergraduate students at 11 undergraduate colleges and 12,000 more in its 12 graduate and professional schools Rutgers, The State University of New Jersey has three separate regional campuses and is one of the nations largest institutions.

It is a little known fact that Rutgers is also in the top three nationally in Black student enrollment. There are 3,800 Black undergraduates and 600 more Black graduate students.

At Rutgers, the Newark, New Brunswick and Camden campuses are each administered by a separate Provost and the 23 colleges and graduate schools each have a separate dean with a separate staff. Even though the University President (and the Board of Governors) is the final policy making authority, it is plain to see that the creation, administration and operation of an effective and uniform minority retention policy, considering the many layers of organization, is a considerable task.

#147 cont'd

In 1984, Rutgers, faced with the nation-wide problem of sliding minority enrollments and climbing attrition rates, undertook a comprehensive plan which appears to have borne fruit. This minority retention plan will be reviewed in its entirety.

Minority Retention Program: Ferris State College

Patricia J. West, Director, Minority Retention Program
Ferris State College, MI

#148

The Minority Retention Program is an academic support program designed to increase retention in high risk minority students, specifically freshmen. The combination of components utilized form a unique vehicle for enhancing success of academically under-prepared students and the quality of their college experience. The program's outcomes have suggested that it can have a significant impact in assisting under-prepared students toward college success!

The Minority Retention Program (MRP) has been developed to identify and assist minority students who are educationally and economically disadvantaged. The target population is students with low high school grade point averages, low ACT scores and/or low college grade point averages; and those who have a financial need based on data provided to the Ferris Financial Aid Office.

The Minority Retention Program has six major components--

1. Academic Support Services
2. Program Advisors
3. Basic Skills Laboratory
4. Mentor-Mentee
5. A University-wide School Follow-up
6. Financial Assistance Awards

These components were developed to target areas in which Ferris MRP students have encountered the most difficulty and because they have the most potential for significant success. Although the staff is not considered a component it is the element that integrates these components and makes this program work.

The Relationship of BROWN to Black Student Retention Problems

Pansye S. Atkinson, Director, Office of AA/EEO
Frostburg State University, MD

#149

A synthesis of significant critiques of the 1954 Brown v Board of Education-Topeka Supreme Court Decision, including some analysis by NAACP Brown lawyers. Problems of the

#149 cont'd

contemporary African-American condition--particularly the education plight--are related to the litigation strategy, motives of the dominant society, logic, language, and implementation of Brown. It is asserted that there has been, since Brown, constantly increasing direct control by the dominant society of education and other institutions of socialization of Black America, and that this factor has a direct relationship to Black America's overall worsening plight. Particular attention is given to the dialectics of the African-American colonized mind, which contributed to the undesirable language and implementation of Brown, in the American internal (domestic) colonialism system. Also discussed are the salient consequences of the alliance of African-American, from early proscription, to the measured prescription following Emancipation, to the mandated prescription since the implementation of Brown. It is concluded that Black America must unite to audaciously create the political authority to intervene, for cultural freedom and self determination, with the intensity of the institutional intervention of the Underground Railroad Movement in the quest for physical freedom during slavery.

The BEST System: Mitigating Academic Attrition and Cultural Repression

Pansye S. Atkinson, Director, Office of AA/EEO
Frostburg State University, MD

Frederick L. Hord, Director, Black Studies Program,
Knox College, IL

#150

Assumptions concerning the American education system and its social structure and implications for Blacks are discussed, and a higher education program that addresses academic and cultural retention issues for Black students is described. This program, the BEST System, addresses the structural realities of elitism, cultural monism, and world Americanization that are inherent in the American education system and which fosters on Blacks a false class-consciousness, identity confusion, and unwitting support of their own colonization. The system is based on a philosophy of internal separatism/external integration, which involves: (1) a spirit of Black collectivism and unity; (2) cultural pluralism; and (3) internationalism, which entails a knowledge of international political realities and a sense of camaraderie of color to promote world humanization. Specific attention is directed to the following components of the BEST System: (1) developmental academic advising/counseling, which is preventive, mediating, cultivating, non-stratifying, holistic, reality-based, structured, and success-oriented; and (2) student organization advising. The model suggests that it is possible for a racial minority to exercise a degree of self-

#150 cont'd

determination within the dominant group's projection of desegregation/integration in higher education.

Retention: As Seen Through the Eyes of a Black Student at The City College of New York

Zevilla Jackson-Preston, Student, The City College of New York, NY

#151

City College is a commuter college located in an urban center. Historically, the college has been charged with the duty of educating minorities and the underclass. Today we have a student population representative of the four corners of the earth. This diversity has challenged the administration to develop innovative programs designed to retain this new breed of college student.

This presentation examines the retention of Black college students at The City College of New York. It will outline and analyze the current programs operated by the administration to this end, and through a close scrutiny of these various programs show their successes and failures from a student's perspective.

This student perspective will be the foundation for my analysis of an alternate system of retention that has evolved amongst the student population. I will draw on my personal experiences at The City College to describe and outline these support and retention mechanisms. Finally, I will seek to open an avenue for further discussion by scrutinizing the curriculum and policies of The City College of New York.

Predicting Student Involvement in the College Experience: A Comparative Study of Black and White College Students

Carolyn J. Thompson, Student, UCLA, CA

#152

This longitudinal study examines the relationship between students' social skills, support systems and goals, to their becoming academically and socially involved in the college experience. The study is guided by two theories that relate student development and retention to their becoming involved in college life (Astin, 1977, 1985) and becoming integrated into the college culture (Tinto, 1971, 1987). The sample consist of 509 Black and 1,500 White students who were surveyed by the Cooperative Institutional Research Program (CIRP) when they entered four-year colleges and universities as freshmen in 1983. They were surveyed again four years later in 1987. Factor analysis is being used to develop the scales that represent students' social skills, social supports and goals, as well as to develop each of the

#152 cont'd

dependent variables, academic and social involvement. Stepwise multiple regression analysis is being used to examine the relationship between the multiple independent variables and the two dependent variables for each student group -- Black students on White campuses, Black students on Black campuses, and White students. The groups will then be compared for differences and similarities in the skills, supports and goals that serve as predictors of academic and social involvement.

Internships and Black Student Retention: One Semester with the New York State Black and Puerto Rican Legislative Caucus
Winsome J. Tapper, Student, CUNY of New York, NY

#153

The positive motivation for Black students to stay in school does not necessarily have to come from within the college campus. Internship programs serve as new ground for Black students to re-evaluate themselves and their career choices to heights never imagined. This in turn leads to a new self-confidence which produces a better school or work attitude.

As Black students, we have a tendency to let things happen to us. We have settled into a system that lulls us into a false sense of security with our mediocre thinking. The only problem with this is that as adults (in the real working, non-school world) this sense of mediocrity is not tolerated. Excellence is demanded and expected. The key to students acceptance of their responsibility as adults who have valuable contributions to make in society is to help them gain the self-confidence and knowledge that they are able to bring about change.

The New York State Black and Puerto Rican Legislative Caucus, under the Chairmanship of Assemblyman Roger Green, serves as the foremost institution where the rights of minorities are fought for daily. The Caucus has represented minorities on all the major issues.

It was my privilege to be an intern with the New York State Black and Puerto Rican Legislative Caucus for one school semester. Aside from the obvious political awareness that working with the Caucus provided me, it also increased my sense of how valuable one voice is, especially my voice.

Enhancing the Minority Freshman Year Experience

John N. Gardner, Director of University 101
Vice Chancellor/University Campuses
and Continuing Education, University
of South Carolina at Columbia, SC

#154

#154 cont'd

This presentation will focus on the concept of the "Minority Freshman Year Experience" and will present the argument that when that experience is enhanced, improved minority student retention will follow. The presenter is the Host and Director of The Freshman Year Experience Conference series. This presentation shall also draw on research done at the University of South Carolina which has achieved the distinction of a higher graduation rate for minority than for majority students.

Black by Popular Demand (Video)

G. Thomas Furgerson, Executive Producer, Redshoes Productions, IA

#155

Black By Popular Demand, the statement, is for many Black students an exhibition of pride in themselves and their abilities. It is national slogan or catch-phrase used by many students across the country at both Black and White institutions. Black By Popular Demand is a demonstration of their understanding and belief in the value they possess as individuals.

Black By Popular Demand, the video, was produced independently by students at Iowa State University during the spring of 1987. The program presents commentary from students, faculty, staff and administrators to evoke thought and ultimately action in resolving issues pertaining to Black students.

The desire of the group of students who developed Black by Popular Demand was to create a program that was the Black students' voice to the university community. An uncensored voice on issues of the academic, financial and social aspects of being a Black student on a predominantly White campus. A program that was capable of demonstrating what Black students can accomplish. But most importantly, a program that would motivate students and the community to think about, talk about and create ways to deal with the situation as it exists for the Black student today.

Minorities in the Classroom: Racism in Education (Video)

Marvel Lang, Director of Center for Urban Affairs
Michigan State University, MI

#156

This 26-minute videotape is designed to sensitize faculty and support staff to cultural difference among students and to help them to enhance the learning environment for students. The video was developed by the Department of Human Relations at Michigan State University.

#156 cont'd

Eight video vignettes show interactions between faculty members and students with the purpose of helping teachers, advisers, and staff to create more positive learning environments for minority students as well as for all students. This 26-minute color videotape clearly shows ways in which faculty-student interaction can enhance or interfere with a minority student's ability to have a successful college experience.

All vignettes but one are enactments of actual situations that minority students reported experiencing in college classrooms or in academic advising situations.

These classrooms and advising vignettes illustrate how minority students might perceive and respond to particular situations. This program encourages faculty members to examine their student-teacher relationships as well as the climates they promote in the classroom. It is designed to assist faculty and staff members in fostering positive approaches to teaching all students in a discrimination-free environment.

Student Leadership in Student Retention

Eugene Herring, President, Student Alumni Association,
Florida A&M University, FL

#157

A discussion of the establishment, operation and goals of a student initiated endowment fund. A model for students helping students.

The National Medical Fellowships, Inc. Program

Leon Johnson, President, National Medical Fellowship
Program, Inc., NY

#158

A description of the program and its services.

Racism on Campus

Dennis Watson, Executive Director, National Black Youth
Leadership Program, NY

#159

Racism on campus is one of the major challenges facing minority faculty and students. The presentation gives strategies for helping Black faculty and students to survive on predominantly White campuses. Brief attention will be given to support services, alienation, institutional racism, expectations, attitudes, mentorship, student apathy, motivation, socialization and leadership and survival skills.

U.S. Department of Education Title III Provisions for Minorities

Caroline Gillin, Director, Division of Institutional Development, U.S. Office of Education, DC

#160

An overview of institutional programs funded under Title III of the Higher Education Act which benefit minority students. Presentation will include a description of the programs, eligibility requirements and application procedures for funding.

Minority Student Access and Retention Initiatives in Connecticut Public Higher Education

Donnie Perkins, Assistant Director, Office of Educational Opportunity, State of Connecticut, Department of Higher Education, CT

#161

The specific initiative being implemented by the Office of Educational Opportunity is the Minority Advancement Program (MAP). Through MAP the Department created two new state funded Upward Bound type programs and expanded two federally funded Upward Bound programs serving over 250 new Black and Hispanic students per year. MAP also provides incentive funds to public institutions which have approved five-year minority student access and retention plans and demonstrate sufficient progress toward reaching their annual and five-year minority student enrollment and retention goals. Institutions also receive annual capitation grants from MAP which must be used to increase the recruitment, promotion and upward mobility of Black and Hispanic faculty and other professionals and annual basis. Four private higher education institutions received grants through MAP to operate college preparation, math and science, and mentoring early awareness and preparation programs.

Conferees will learn about the access and retention efforts underway in Connecticut and have an opportunity to explore strategies that may prove effective on a local or statewide basis. Conferees will be exposed to new planning methods and approaches to institutional assessment regarding minority student and staff advancement.

Towards an Archeology of Retention

John O. Stevenson, Associate Professor, Math Department, Laguardia College, NY

#162

This presentation will focus on the wide variety of political, cultural, and educational meanings that the notion of retention has been given. The presenter will discuss the characteristics of successful retention programs.

Sensitization to Blackness: Do All Blacks Look Alike?

Rogers Glenn, Counselor, Student Affairs, Florida A&M,
University, FL

#163

There appears to be much disparity among decision makers in higher education regarding expectations and sensitization in dealing effectively with Blacks in racial matters. Such disarray has resulted in the resurgence of hundreds of blatant racial acts of violence and harassment waged against Blacks across our nation's academic community (81 college campus recorded cases alone since 1986 - The National Institute Against Prejudice and Violence, Baltimore, Maryland). A Social Psychological Sensitivity Theory of Social Perception of Blacks (Glenn, 1974) suggests that "All Blacks Do Not Look Alike," that they can be grouped into three distinct classification of Blackness (less, average and very) via 19th Century salient, stereotypic Black facial attributes. Crosscultural data over the past decade (1974-88) strongly suggest that if administrators, faculty and staff members are to improve their communicative skills in dealing with Blacks (both individually and institutionally) they must "internalize and incorporate," in their thinking and practice the four components of the Blackness Integrated Model (race, emotions, intensity of emotions and error). They must attempt to understand that "All Blacks Do Not Look Alike," and to state or classify them as such is so foster racism and to be in error.

The presenter will also: (1) define Blackness as a Probabilistic Linear Mathematical Model; (2) show Blackness interacts with emotions, intensity of emotions and error; (3) present empirical data to support the tenability of "A Sensitivity Theory of Blackness (Glenn, 1974); (4) show that the Own-Race Bias dynamics is a socially acquired phenomenon; and (5) present a 5 Step Strategy for dealing with racism (prejudice and stereotyping).

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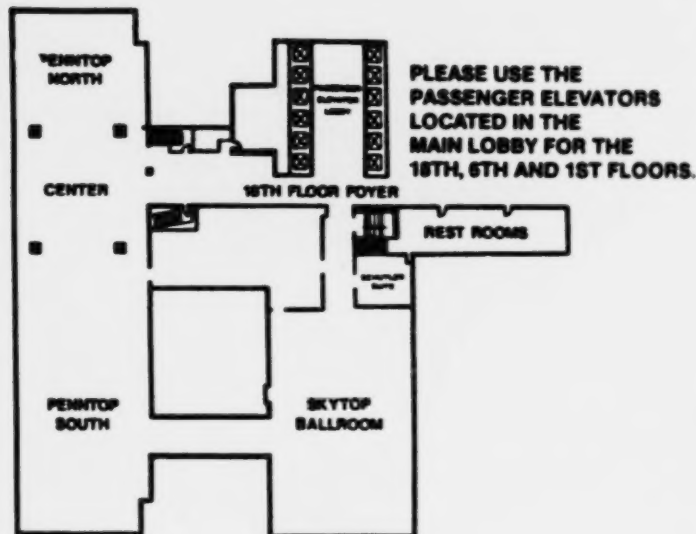
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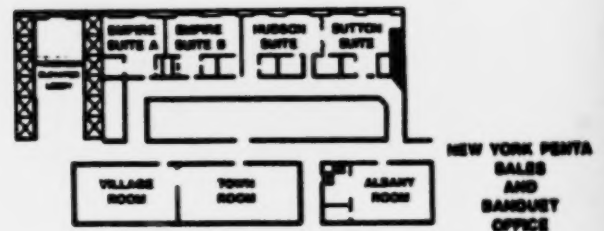


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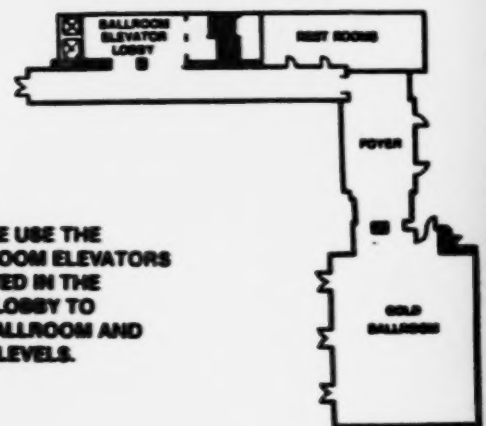
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